DOCUMENT RESUME

ED 039 089 RC 004 355

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TITLE	1969 Follow-Up Study of Dropouts and Graduates of 1962-63 and 1964-1965; With Special Reference to Problems Encountered by Mexican-American Leavers.
INSTITUTION	San Jose East Side Union High School District, Calif.
SPONS AGENCY	Kettering Foundation, Dayton, Ohio.
PUB DATE	Mar 69
NOTE	49p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.55
DESCRIPTORS	Comparative Statistics, *Curriculum Evaluation, Disadvantaged Groups, *Dropout Research, Employment Patterns, Family Life, *Followup Studies, Graduate Surveys, Guidance, High School Graduates, Income, *Mexican Americans, Occupational Information, *Out of School Youth
IDENTIFIERS	*California, San Jose

ABSTRACT

The purposes of this third report in a series of 5-year follow-up studies of a school district in San Jose, California, are (1) to compare Mexican American and other graduates and dropouts from the school years ending in 1963 and 1965 and (2) to compare the results of this study with the 2 previous studies (school years ending in 1956 and 1961). Tabular data are presented for 1963 and 1965 graduates and dropouts cross-classified by ethnicity. Comparable figures from the 1956 and 1961 studies are also presented. Most of the tables are followed by statements of the significance of the data, together with inferences drawn from the findings. A summary of findings as applied to the objectives of the study -- (1) to determine characteristics and activities of school leavers, (2) to determine differences in problems faced by school leavers of Mexican ancestry, and (3) to evaluate those aspects of the curriculum and guidance program to which the follow-up data apply -- is presented, as well as reccmmendations for improving curriculum and guidance. Related documents are RC 004 353 and RC 004 354. (TL)

ED039089

1969 Follow-Up Study
of
Dropouts and Graduates
of 1962-63 and 1964-1965

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WITH SPECIAL REFERENCE TO PROBLEMS ENCOUNTERED BY MEXICAN-AMERICAN LEAVERS

PROJECT LODESTAR
TOMORROW'S HIGH SCHOOL

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Third in a five-year series of follow-up studies of school leavers of the East Side Union High School District

March, 1969

EAST SIDE UNION HIGH SCHOOL DISTRICT
12660 North Capitol Avenue
San Jose, California 95133
Frank Fiscalini, Superintendent
(408) 251-0570

RC004355

SUPERINTENDENT'S MESSAGE

The East Side Union High School District is pleased to publish this third in a series of five year follow up studies. These studies are the outgrowth of special research emanating from the Stanford doctoral dissertation of William P. Baker, deputy superintendent of the district.

We attached special importance to this study, as it reflects a ten year pattern of analysis of the status of Mexican-American former students, with comparisons for similar factors at 5 and 10 year intervals. It is our understanding that this body of data is unique in American education.

We are pleased to offer this study for the use of anyone who wishes to gain information about the special problems faced by Mexican-American students. It is not offered as a series of solutions to problems; rather, it is offered to illustrate that progress can be made over a period of time when problems are recognized and clearly defined. Our district pledges its continued efforts to offer equal educational opportunity to all students without regard to ethnic, socio-economic or any other form of status.

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Wil Concklin - Mt. Pleasant High School
Arvel Clark - Oak Grove High School
Donald Taylor - Overfelt High School
Gerald Bocciardi - Piedmont Hills High School

What is LODESTAR?

Project LODESTAR is a specially funded study of American secondary education developed by the staff of the East Side Union High School District and sponsored by the Kettering Foundation. The purpose of LODESTAR is to examine all facets of secondary education, to adopt, adapt, and devise curriculum - in short, to develop "Tomorrow's High School." The finished model, to be demonstrated in Oak Grove, Overfelt, and other high schools of the district, will be made generally available by the Foundation to American education. Project developments will be released as ready.

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PROJECT LODESTAR

TOMORROW'S HIGH SCHOOL

ED039089

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MG & DS

THE 1969
EAST SIDE UNION HIGH SCHOOL DISTRICT FOLLOW-UP STUDY
(Graduates and Dropouts of 1962-63 and 1964-65)

12660 North Capitol Avenue
San Jose, California 95133
(408) 251-0570

INTRODUCTION:

This report is the third in a series of five-year follow-ups of the East Side Union High School District. The first report (1956) is included in the dissertation, A High School Program Evaluation by Means of a Cooperative Follow-up Study, Stanford University, 1956, (also available from University Microfilms, Ann Arbor, Michigan); second (1961) is entitled "1961 Follow-Up Study of Dropouts and Graduates of 1957-58 and 1959-60," and is available in limited quantities from the high school district. All reports cover all then-operating schools of the district, and inferences are drawn from, and reported for, the combined data, although in selected areas schools are considered individually.

Writer of the reports is Dr. William P. Baker, Deputy Superintendent. Assistance is acknowledged from Mrs. Marcella Sherman, Mr. Louis Rose, Mr. William Sullivan, Mr. Milton Pavlina and the associate principals of the various high schools. Special acknowledgment goes to Mr. Jose Diaz, Mr. Rudy Ortega, and Mr. Carlos Molina, for critical review and suggestions.

IMPLICATIONS FOR MEXICAN-AMERICAN YOUTH:

These reports may be of special interest to students of problems encountered by Mexican-American youth, as all three reports separate responses for graduates and dropouts of this group. Pertinent comparisons for 1956 and 1961 also appear throughout.

Original purpose of this type of reporting was to make clear the observable differences (if any) between students from the large East San Jose Mexican-American community and other students. At that time, many schools in California and elsewhere failed to recognize that the average Mexican-American student presented any unique challenge to the educational system.

Many of the educational changes undertaken within the East Side Union High School District in the next five years were based at least partially upon the findings of the original study. The second study was then able to use measurements from the first as datum points against which to gauge the five-years changes, and the present study is able to compare a decade of change in the educational structure.

It may well be that the accumulation of data concerning Mexican-American youth has now served its purpose. There is an increasing body of thought which suggests that the melding of cultures, particularly since the reduction in immigration, may be such that a more profitable avenue of educational research may lie in the study of socio-economic or other groupings rather than ethnic. There is time for a thoughtful review of such possibilities prior to the next study.

PROCEDURES:

1. Groups studied and means of sampling. Graduating classes of 1963 and 1965 (N-773 and 1251), and all dropouts of the school years 1962-63 and 1964-65 (N-273 and 304) were studied for the four schools of the district.* Graduates were studied by means of proportional sample (60%), by listing names in each class alphabetically and selecting every odd numbered name and all numbers ending in

*First study was for James Lick High School, only school in the district with a 1958 senior class; 1961 study added Andrew Hill and Samuel Ayer; this study adds W. C. Overfelt for the fourth high school.

zero for sampling. All dropouts received questionnaires because of their smaller number and the lower percentage of returns expected. Questionnaires were mailed in June, 1966, and sampling was closed in June, 1967, with over 75% of returns filed prior to December, 1966. Special analysis was made (as in 1961 study) of responses of bilingual Mexican-American students because of their number (30% of school population in ethnic survey taken 10/66) and unique problems.

2. Terms: M-A and Other. The terms "M-A" and "Other" are used hereafter (for convenience and to avoid undue ethnic reference) to designate Mexican-American students and all other students.

3. Preparation of questionnaire. For purposes of comparison and because both the 1956 and 1961 studies had used a cooperatively developed (faculty and student) questionnaire which was highly satisfactory, the 1961 questionnaire was used as a model. All departments in all schools met to discuss recommendations for improvement. These were incorporated in the 1966 questionnaire.

4. Returns on Questionnaires. Goals were set at 70% for the (60% sampling of) graduates and 25% for the dropouts. Final returns were 69.5% and 20.8%, with the graduate returns later reduced to 61.8% to balance the strata, as explained below. Table A shows original returns compared with total group.

TABLE A
COMPARISONS OF RETURNS (BEFORE ADJUSTMENT) AND ORIGINAL GROUPS, GRADS AND DROPS, BILINGUALISM AND SEX

	RETURNS		BILINGUALISM			SEX		
			MA	Other	MA	M	F	F
GROUP	N	%	N	N	%	N	N	%
All grads	(2024)	---	423	1601	20.9	992	1032	51.0
Grad Returns	844	69.5[a]	160	684	19.0	373	471	55.8
All drops	(557)	---	151	406	27.1	294	263	47.2
Drop returns	116	20.8	26	90	22.4	64	52	44.8

[a]Based on 60% sample of total group for graduates; total group for dropouts.

5. Analysis of returns. Returns were analyzed for bias through the following techniques:

5.1 Balancing the strata: graduate responses-adjusted sample. When graduate returns were analyzed by curricular strata, bilingualism, and sex of respondents, compared with these factors for all grads, certain over-responses were determined. To balance the strata, 94 graduates were withdrawn by a mathematical system which resulted in a balance among and within each group. This resulted in the adjusted graduate sampling shown in Tables B and C. All data to follow are based on this adjusted sample.

5.2 Balancing the strata: dropout responses. Because of the difficulty of securing dropout returns, attempts were made to balance the strata (curriculum, bilingualism, sex) by pressing appropriate groups when second and third mailings of the questionnaire occurred. No dropout responses were later withdrawn. The final dropout sampling is also shown in Tables B and C.

TABLE B
COMPARISONS OF GRAD SAMPLE (ADJUSTED) AND DROP SAMPLE WITH TOTAL GROUPS, BY CURRICULA
(Adjusted Sample - see 5.1 above)

GROUP	Univ. N	Univ. %	Prep Bus. N	Prep Bus. %	Ed. Voc. N	Ed. Voc. %	Ed. Gen. N	Ed. Gen. %	Spec. Ed N	Spec. Ed %	Total N	Total %
All grads	719	35.5	351	17.3	429	21.2	505	25.0	20	1.0	2024	100
Adj. Sample	267	35.6	130	17.3	159	21.2	188	25.1	6	.8	750	100
All drops	18	3.2	64	11.5	165	29.6	299	53.7	11	2.0	557	100
Sample	4	3.4	19	16.4	30	25.9	58	50.0	5	4.3	116	100

TABLE C
COMPARISONS OF GRAD SAMPLE (ADJUSTED) AND DROP SAMPLE WITH TOTAL GROUPS, BY BILINGUALISM AND SEX
(Adjusted Sample - 5.1)

GROUP	TOTAL N	BILINGUAL N	BILINGUAL %	GIRLS N	GIRLS %
All grads	2024	423	20.9	1032	51.0
Adjusted Sample	750	149	19.9	383	51.1
All Drops	557	151	27.1	263	47.2
Sample	116	26	22.4	52	44.8

5.3 Summary of sample. Graduate returns were based on a sampling of 60% of the graduates, from which an original response of 69.5% was adjusted to 61.8% (N-750) as described above. By this adjustment, an almost perfect relationship was attained between the graduate returns and the total graduates for the factors of curriculum followed, bilingualism, and sex. (Additional comparative data on curriculum and bilingualism are given in Tables D and E.)

Questionnaires were sent to 100% of the dropouts, and a net return of 20.8% (N-116) was obtained. This sample compares favorably with the total group for curriculum followed, with a moderate under-representation of MAs and girls. No adjustments were attempted in the dropout sample because of the lower number of returns.

5.4 Cautions in interpreting data. In addition to the reasons noted above, the grad adjusted sample is probably much more nearly representative than is the drop sample because responses of the 79.2% of the drops who were either not located or did not return the questionnaire could conceivably vary greatly from those who responded.

The reader is also cautioned to keep the size of subsamples in mind in cases where they are converted to percentages: the smaller the sample, the less reliable the results. For this reason, number of cases (N) is generally shown.

5.5 Additional data on Mexican-American population, 1956-1966. Table D is included for the reader who is interested in cumulative data on Mexican-American populations in the grad and drop groups over the 10-year period of 1956-1966. It should be noted that estimates of number of MAs in the total school population were 33% in 1956 and 30% in 1961, and that an ethnic census in October 1966 listed 30%, a figure

reduced to 29.6% in 1967. Thus it may be said that the gains shown in Table D in increased percentage of MAs in the graduating class and decreased percentage of MAs in the drop group are based on steady (if not decreasing) total school MA population.

TABLE D
NUMBERS AND PERCENTAGES OF MEXICAN-AMERICAN
IN TOTAL GROUPS FOR 1956, 1961, 1966

GROUP	1956 Total N[a]	1956 N	1956 %	1961 Total N[a]	1961 N	1961 %	1966 Total N[a]	1966 N	1966 %
Grads	487	60	12.3	794	155	19.5	2024	423	20.9
Drops	229	99	43.2	331	143	43.2	557	151	27.1
TOTAL	716	159	22.2	1125	298	26.5	2581	574	22.2

[a]"Total N" includes all MAs and Others; "N" is number of MAs only.

TABLE E
PERCENTAGE DISTRIBUTIONS OF GRADS BY CURRICULA,
1956, 1961, 1966[a]

	N	University Prep	Business Education	Vocational	General	Special
1966	2581	35	17	21	25	1
1961	1125	33	17	22	26	2
1956	716	39	22	24	15	0

[a]Classes of 1953-55, 1958-60, 1963-65

PRESENTATION OF DATA

Results are reported in the following sections, with numbers referring to the item in questionnaire (see appendix).

In many cases, comparable figures for 1956 and 1961 are shown in the tables. In some cases these figures are cited in the data or inferences without having been shown in the tables. This has been done to increase readability and to keep report size to a minimum. The use of "1966" in tables refers to the 1969 study, as contrasted with 1956 and 1961 to refer to the earlier studies.

Most of the tables are followed by statements of what the writer and reviewers see as significant data from the tables, and each table or data summary is followed by inferences from the table or summary. The data and inferences are presented as conveniences for the reader, but it is obvious that the tables include important data which are not summarized and which warrant additional inferences. Thus each reader is cautioned to (a) study the tables for his own analyses of significant data, and (b) to review the inferences in light of his own judgment concerning their interpretation.

Many additional questions will be raised in minds of readers as this study is reviewed - questions for which answers are not reported but are possibly available. Interested persons may refer any such questions to the office of the Deputy Superintendent. All materials pertaining to this study will be on file until January 1, 1973.

1. ADDRESS CHANGE: Not applicable.

2. INFORMATION ON MARRIAGE:

TABLE 2-A[a]
MARITAL STATUS OF SCHOOL LEAVERS
by percent[b]

GROUP	N	Single	Married	Divorced	Widowed	No Response
Grads, MA	149	75	14	11	0	0
Grads, Other	601	76	19	5	0	0
All Grads	750	76	18	6	0	0
Drops, MA	36	56	36	8	0	0
Drops, Other	88	47	40	11	1	1
All Drops	124	49	39	10	1	1
All MAs	185	71	18	10	0	0
All Others	689	72	22	6	--[c]	--
Total	874	72	21	7	--	--

[a]Table numbers refer to question number; letters are used for multiple tables on same question.

[b]Because percents are rounded to nearest whole (.5 going to 1), totals may not always add to 100.

[c]Throughout tables, a dash is used to indicate that a cell is less than 0.5% but more than 0.0%.

TABLE 2-B
MARRIAGE AND DIVORCE RATES, WITH 1961 and 1956 COMPARISONS

	NUMBER (1966)			PERCENT					
				1966 Rate[b]		1961 Rate		1956 Rate	
GROUP	TOTAL	ever marr[a]	div	ever marr	div	ever marr	div	ever marr	div
Grads	750	182	47	24	26	30	9	23	2
Drops	124	62	13	50	21	47	7	52	4
MA	185	53	19	29	36	40	15	41	8
Others	689	191	41	28	21	31	6	30	3
TOTAL	874	244	60	28	25	33	8	33	4
Marriage rate				28		33		33	
Divorce rate					25		8		4

[a]"ever married" is number married plus number divorced or widowed.

[b]divorce rate is based on total number married; e.g., a divorce rate of 25% would be reported for a group of 12 respondents of whom 9 were married and 3 were divorced.

Data:

1. After one to three years out of high school, approximately one-fourth of the graduates and one-half of the dropouts have married. There is no significant difference within these groups between MAs and Others.

2. Marriage rates are down from 33% in 1956 and 1961 to 28% in 1966.

3. Divorce rates are substantially higher for MAs than for Others (36%-21%), and, despite the

higher marriage rates for drops, divorce rates are higher for grads (26%-21%).

4. Divorce rates have climbed from 4% to 8% to 25% over the 10-year period of 1956-1966. This manner of increase is not a phenomenon of any single group; rather, it occurs within each sub-group: MA and Other, grads and drops.

Inferences:

1. Since marriage occurs within one to three years of leaving school for approximately one-half of the drops, courses which would have value for preparing for marriage and maintaining a home should be urgently considered for potential dropouts.

2. Since the surge of divorce rate over the 10 years covered by these studies is occurring at a geometric rate of progression, a program geared for inducing marital stability appears to be of highest priority. This appears to be fully as essential for potential grads as for drops.

3. Since MAs have a substantially higher divorce rate than Others, the programs developed for marital stability should analyze the unique problems of Mexican-American pupils to see if a specialized "program within a program" should be offered for them. Also, as data develop for Negro pupils, they should be analyzed to see if this minority group presents additional unique problems.

3. NUMBER OF CHILDREN.

TABLE 3-A
NUMBER OF CHILDREN OF MARRIED AND DIVORCED SCHOOL LEAVERS

GROUP	MA N M. or Div.	MA No. of Children 0	1	2	3	4	OTHER N M. or Div.	OTHER No. of Children 0	1	2	3	4	TOTAL N M. or Div.	TOTAL No. of Children 0	1	2	3	4
Drops	16	5	10	0	1	0	45	21	15	7	1	1	61	26	25	7	2	1
Grads	37	11	16	1	0	1	145	89	48	7	1	0	182	108	64	8	1	1
TOTAL	53	16	26	1	1	1	190	110	63	14	2	1	243	134	89	15	3	2

TABLE 3-B
AVERAGE NUMBER OF CHILDREN PER MARRIAGE

GROUP	1966 MA	1966 OTHER	1966 TOTAL	1961 TOTAL	1956 TOTAL
Dropouts	.8	.8	.8	.7	.8
Graduates	.6	.4	.5	.5	.4
TOTAL	.7	.5	.6	.6	.6

Data:

1. 87 children among 750 grads, 182 of whom are, or have been, married; 49 children among 124 drops, 61 of whom have been married.

2. Average number of children per marriage (.6) remains constant since 1956, with continued ratio of about 3 to 2 (.8 to .5) between drops and grads, and continued ratio (not shown in Table 3-A) of about 3:2 (.7 to .5) between MAs and Others.

Inferences:

1. The relatively stable marriage rate (28% 1966, compared with 33% in 1956 and 1961) is accompanied by a stable rate of childbirth for students one to three years out of high school.

The divorce rate (up to 25%, compared with 8% and 4% for 1961 and 1956) is the most striking variable.

2. Drops have more children earlier than grads, with less time and education to prepare for added responsibilities.

3. The relationships shown above lend strong support to the recommendation for a program aimed to induce marital stability.

4. GIVE MARRIED NAME. (Not applicable)

5. WHAT ARE YOU DOING NOW?

TABLE 5-A
PRESENT ACTIVITY OF SCHOOL LEAVERS
by percentage of subgroup

GROUP		N	PERCENT IN ACTIVITY									
			Work[a]		Unemployed		In School[c]					
			Full	Part	Want Work	Not Want	Full	Part	and Work	Armed Svce.	Other	No Resp.
GRADS:	MA	149	39	6	11	3	11	1	15	7	5	1
	Other	601	28	5	4	5	23	1	16	12	6	-
	Total	750	30	5	6	5	20	1	16	11	6	-
DROPS:	MA	36	28	11	28	8	6	-	3	6	11	-
	Other	88	21	7	17	16	7	3	1	17	10	1
	Total	124	23	8	20	14	7	2	2	14	11	1
ALL MA		185	37	7	15	4	10	1	13	7	6	1
ALL OTHER		689	27	5	6	7	21	2	14	13	7	-
ALL GR & DR		874	29	5[b]	8	6	18	1	14	11	7	-

[a]Although name of employer was not requested in the questionnaire, a check of full time workers was made to see if any major employer appeared. In 1961, only 3 employers were named by 3 or more respondents (PG&E, PT&T, Bank of America). In the current study, 12 mentioned PT&T, and 3 each mentioned Penny's and post office. (Others mentioned were 2 or less.)

[b]Where percentages are used, they are usually rounded to the nearest whole. In some cases this will make the figures appear to be incorrect, as above, where 7% of the MA group added to 5% of the Other group makes a total of 5% of both groups. In this case, the true average was 5.49%, but the difference was lost in the rounding. To carry percentages into decimal points often lends a false air of precision to differences which aren't important.

[c]Apparent discrepancies will be noted in percent reporting some form of schooling in Question 5 and percent reporting attendance in school from Questions 14 and 15. This is due to different interpretations in responding to Question 5. For greatest accuracy, therefore, comments on schooling will be based upon adjusted figures resulting from combining information from all three questions ("adj 1966" column, Table 5-B).

TABLE 5-B
SUMMARY OF EMPLOYMENT, UNEMPLOYMENT (WANT WORK),
SCHOOL AND ARMED SERVICE FIGURES, 1956-1966
by percentage of subgroups

GROUP	EMPLOYED[a] 1956	1961	1966	UNEMPLOYED[b] 1956	1961	1966	IN SCHOOL[c] 1956	1961	1966	adjd[d] 1966	ARMED SERVICES 1956	1961	1966
GRADS: MA	36	59	45	15	6	11	22	23	27	31	10	0	7
Other	44	29	33	3	4	4	39	47	40	41	6	8	12
Total	42	36	35	5	4	6	35	43	37	39	7	6	11
DROPS: MA	28	52	39	21	29	28	2	3	9	9	28	3	6
Other	37	46	27	6	16	17	4	4	11	11	21	10	17
Total	33	48	31	11	21	20	3	3	11	11	24	7	14
ALL MAs	32	57	44	18	15	15	11	15	24	26	19	1	7
ALL OTHERS	42	34	32	4	6	6	30	40	37	37	10	8	13
TOTAL	40	39	34	8	8	8	25	34	33	35	12	6	11

[a]Full and part time (does not include "part time school and work.").

[b]Does not include "unemployed, not seeking work" (housewives, etc.).

[c]Full, part time and "part time school and work." See Table 5-A, footnote c, for comment.

[d]Adjusted figures from data in Questions 14 and 15. (See also footnote c, Table 5-A.)

Data:

1. Labor-employed

(a) MA employment (both grads and drops) is higher than Other: 45% of MA grads are working full or part time (excluding part time work and school) as compared with 33% of Other grads (1961: 59%, 29%), while 39% of MA drops are working full or part time compared with 27% of Other drops (1961: 52%, 46%). (b) 44% of all MAs are working full or part time compared with 32% of all Others (1961: 57%, 34%).

2. Labor-unemployed

(a) MA unemployment (both grads and drops) is also higher than Other: 11% of MA grads and 28% of MA drops are seeking work, compared with 4% and 17%, respectively, of Other grads and drops (1961: 6%, 29% for MAs; 4%, 16% for Others). (b) Current percentages of Other grads and drops seeking work are same as in 1961, with a rise for drops from 1956 (Other grads: 1956-3%, 1961-4%, 1966-4%; Other drops: 1956-6%, 1961-16%, 1966-17%). (c) Total unemployment rate for all groups has remained at 8% for all 3 years of the studies, while total employment rate has changed from 40% (1956) and 30% (1961) to 34%, or approximately one-third.

3. Schooling:

(a) 39% of all grads are currently taking some form of further schooling (1961: 43%; 1956-26%), including 31% of MA grads and 41% of Other grads. (b) Percentage of MA grads currently taking advanced schooling has increased from 22% (1956) to 23% (1961) to 31%. (c) Percentage of Other grads taking advanced schooling (41%) is about same as 1956 (39%) and has decreased from 1961 (47%). (d) Of those in school, 43% are also working part or full time (1956-26%; 1961-42%). (e) Question 15 will show that an additional 163 (22% of all grads) have dropped college, making a total of 61% of all grads who have attempted college (1961-61%; 1956-47%), including 54% of all MA grads (1961-35%; 1956-34%), and 62% of all Other grads (1961-66%; 1956-50%). Other pertinent points are discussed under Questions 14 and 15.

4. Armed Services:

(a) 7% of MA grads and 6% of MA drops are in armed services, compared with 12% and 17% respectively, of Other grads and drops. (b) Total of all groups in armed services has increased since 1961 from 6% to 11%.

Inferences:

1. Job outlook for terminal grads (non-college and college dropouts) over the 10-year period 1956-1966 has improved slightly for MA grads while dropping slightly for Others. The "seeking employment" rate for MAs, however, continues to exceed that of Others (11% vs. 4%).

2. Job outlook for dropouts is poorer than in 1961, with about 1/3 fewer gaining employment, and greater loss for Others (46% employed in 1961 to 27% in 1966) than to MAs (52% to 39%).

3. MA unemployment rate continues higher than Other, but with a major difference between MA drops (who continue with highest unemployment rate of any group) and MA grads. Characteristics of the unemployed MA grads and the unemployed MA and Other drops should be examined to determine what ameliorative programs might be suggested.

4. Although the percentage of all grads currently reporting college (39%) is down from 1961 (43%), MA grads currently in college have increased dramatically from 22% in 1956, and 23% in 1961 to 31% in 1966. This trend is evident both from Question 5 and Questions 14 and 15, and is supported by the fact that while the proportion of all grads attempting college is constant since 1961 at 61%, the percentage of MAs attempting college has increased to 55% in 1966 from 35% in 1961.

5. The improving status of MA grads in college is compounded by (a) higher percentages of MA grads in each graduating class (1956-12.3%; 1961-19.5%; 1966-20.9%) and (b) decreasing total percentages of MA students in district (1956-estimated 33%; October 1966 ethnic count 30%). Questions posed by points 4 and 5: Can we isolate the conditions which have brought about this desirable change in the college status of the MA grad? What steps can be taken to continue this development?

6. The Vietnam conflict is probably responsible for the nearly double percentages of grads and drops in service (11%) compared with 1961 (6%). MA grads and drops have lower percentages in service than do Others. This is a continued positive indication of the trend noted in 1961 - that armed services do not constitute "last resort" source of employment for MAs as they did in 1956.

6. SOURCE OF LIFE PLANS HELP WHILE IN SCHOOL

TABLE 6-A
SOURCE OF LIFE PLAN HELP WHILE IN HIGH SCHOOL
by percent of group

GROUP	N	Parents	Peers	Teachers	Cnslrs.	No Help	Other[a]	No Resp.
Grads: MA	149	43	5	17	9	13	10	1
Other	601	47	6	18	7	11	10	1
Total	750	46	6	18	8	11	10	1
Drops: MA	36	36	3	11	6	25	14	6
Other	88	36	3	3	6	26	16	9
Total	124	36	3	6	6	26	15	8
ALL MA	185	42	5	16	9	16	11	2
ALL OTHER	689	45	6	16	7	13	11	2
TOTAL	874	45	6	16	7	13	11	2

[a]"Other" were predominantly adult friends, peer group friends, or a combination of school staff. They did not significantly alter results.

TABLE 6-B
SOURCE OF LIFE PLAN HELP WHILE IN HIGH SCHOOL
WITH 1956 and 1961 COMPARISONS
by percent of group

GROUP	Parents			Peers			Teachers			Counselors			No Help			Other			No Answer		
	56	61	66	56	61	66	56	61	66	56	61	66	56	61	66	56	61	66	56	61	66
GRADS: MA	37	45	43	12	5	5	20	16	17	12	14	9	0	10	13	15	6	10	5	5	1
Other	35	40	47	9	7	6	18	15	18	14	11	7	6	10	11	14	12	10	4	4	1
Total	35	41	46	9	7	6	19	16	18	14	12	8	5	10	11	14	11	10	4	4	1
DROPS: MA	30	63	36	6	8	3	9	3	11	36	5	6	11	8	25	6	8	14	2	5	6
Other	32	39	36	15	8	3	23	11	3	15	15	6	10	8	26	6	13	16	0	5	9
Total	31	48	36	11	8	3	17	8	6	24	11	6	10	8	26	6	11	15	1	5	8
ALL MA	33	52	42	9	6	5	14	11	16	25	11	9	6	9	16	10	7	11	3	5	2
ALL OTHER	34	40	45	10	7	6	19	15	16	14	12	7	7	9	13	12	13	11	3	4	2
TOTAL	34	43	45	10	7	6	18	14	16	17	12	7	7	9	13	12	11	11	3	4	2

Data:

Principal sources of help:

1. "Parents, relatives or other adult friends" (parents) continue (from 1956 and 1961) to be the highest single response for all groups: 46% grads; 36% drops; 42% all MAs; 45% all Others. Drops and MAs give it a lower total than in 1961.

2. Teachers are rated next to parents as greatest single source of help, but with 18% of grads compared with 6% of drops. (15% of drops said "other," but these broke down into the categories of adult friends, peers or a combination of school staff, thus not affecting relative rankings.)

3. Counselors are third, behind parents and teachers, at 8% grads, 6% drops, 9% all MAs, 7% all Others.

Differences between and among groups:

4. Group differences between all grads and all drops are most noticeable in (a) parents (46% grads, 36% drops), (b) teachers (18%, 6%), and (c) "no help" (11%, 26%).

5. Group differences are not apparent between (a) MA and Other grads, (b) MA and Other drops with the single exception that 11% of MA drops credit teachers as being greatest single source of help compared with 3% of Other drops), or (c) all MAs and all Others.

Changes from 1956 and 1961:

6. Counselors have dropped from second-ranked principal source of help for drops (over teachers) to a tie with teachers for second and third place (6% each). At the same time, a consistent drop in percent reporting counselors as main source of help has occurred with both grads and drops since 1956 (grads: 14-12-8%; drops: 24-11-6%).

7. Teacher help percent has remained relatively constant for grads since 1956 (19-16-18%), while declining rapidly for drops (17-8-6%).

8. The category of "no help" (..."from high school or from parents, friends, teachers or anyone") tripled in percentage from 1961 for drops (26% compared with 8%), while remaining steady for grads (11% to 10%).

Inferences:

1. To be more useful, this question might have been worded to indicate that parents and other adults probably provided most help, and to ask for next best source of help. A first and second ranking might also have been helpful, in order to allow greater discrimination of response.

2. Although other questions will show that other effects of counseling are appreciated by former students, the continuing decline in the remembered importance of counselors for career guidance poses some serious questions:

Why is the counselor value declining in the eyes of the counselees?

What do counselees perceive as the most important functions of counselors?

How does this compare with counselors' own perceptions?

How can counselor effectiveness (as perceived by counselees) be increased?

How can the counselor become a "remembered figure?"

3. Teachers hold their own with graduates but not with drops. An assumption is that potential dropouts do not see teachers taking the same interest in them as they take in the more successful students. Is it possible that a change in this perception could tip the balance for some students between staying in school or dropping out?

4. The sharp increase in the "no help" response from drops could support the assumption above. Both counselors and teachers should take a careful look at the image they present to the potential dropouts. Perhaps even minor attitudinal (sensitivity) changes in counselors and teachers could reap big rewards in salvaged students.

7. PRINCIPAL REASONS FOR DROPPING SCHOOL

TABLE 7-A
FIRST AND SECOND PRINCIPAL REASONS FOR DROPPING SCHOOL
(by number reporting)

No. of times given as:	MA DROPS N36 1st	MA DROPS N36 2nd	MA DROPS MA Total	OTHER DROPS N88 1st	OTHER DROPS N88 2nd	OTHER DROPS OTHER Total	Degree of School Control
1. Preferred work to school	5	0	5	5	3	8	
2. Not interested in school	4	4	8	22	7	29	
3. School too hard	6	1	7	1	0	1	
4. Doing failing work	4	7	11	0	12	12	Some
5. Disliked teacher(s)	0	1	1	4	6	10	
6. Disliked subject(s)	2	1	3	0	5	5	(1 - 7)
7. Could learn more outside school	0	2	2	3	4	7	
Subtotal of reasons 1 - 7	21	16	37	35	37	72	
8. Needed money to help at home	0	3	3	6	4	10	
9. Needed/wanted spending money	4	2	6	0	2	2	
10. Ill health	0	0	0	8	1	9	Little
11. Friends had left school	1	0	1	0	1	1	or
12. Parents wanted me to leave	1	0	1	0	0	0	None
13. Marriage	6	6	12	19	5	24	(8 - 13)
Subtotal of reasons 8 - 13	12	11	23	33	13	46	
14. Other Reasons*	1	2	3	7	7	14	
Total Reasons 1 - 14	34	29	63	75	57	132	
No Response	0	9	9	13	31	44	

*Summary of "Other Reasons"

(MA 1st Other)	(MA 2nd Other)	(Other 1st Other)	(Other 2nd Other)
Suspended	Suspended	Personal problems	Joined Service
	Disliked school	Joined Service	Became pregnant
		Kicked out	Withdrawn by Dean of Girls
		Couldn't get along with stepfather	Bored
		Nerves	Lack of teacher explanation of hard material
		Didn't like school	Couldn't catch up after illness
		No help in hard subject	Stepchildren needed me

Data:

1. Reasons were grouped in this order because first seven are areas over which school has some degree of control, while second six are areas over which school has little or no control. Analysis of "other reasons" shows that the three MA "others" were "some control," while the 14 Other "others" were divided approximately 5 to 9, some control and little or no control. Changing subtotals to include "other reasons" gives the result shown in Table 7-B. (Caution: It should be kept in mind that the divisions into degrees of school control are highly arbitrary. They are helpful as a means of attempted analysis, and for the comparisons available with 1956 and 1961.)

TABLE 7-B
1956, 1961, 1966 COMPARISONS OF FIRST AND SECOND PRINCIPAL REASONS FOR DROPPING SCHOOL
by percent of those responding[a]

	M A DROPS		OTHER DROPS		ALL DROPS	
Reason Number	1-7	8-14	1-7	8-14	1-7	8-14
Degree of School Control	Some	Little	Some	Little	Some	Little
1 9 5 6	41	59	52	48	47	53
1 9 6 1	50	50	65	35	59	41
1 9 6 6	63	37	58	42	60	40

[a]Reasons listed under "other" are analyzed and included in summary percentage.

Data:

1. Three observations are that (a) MA drops show a 10-year trend from a rough 40-60 some-little ratio to almost exactly the reverse (63-37%); (b) Other drops do not show a consistent trend other than to continue "some control" reasons as a majority; (c) Total drops show an increase from a relatively even division between some and little control in 1956 (47-53%) to a 60-40 majority for some control.

Inferences:

1. It is encouraging to see an apparent reduction in the percentage of MA drops which are presumably beyond control of the school drops which are self-attributed to home factors. If this is to continue, it means that the school has greater opportunity to reduce dropouts through changes in the school environment. While this may at first make school problems appear to be a larger factor, they are not so in terms of total percent dropping - fewer students are failing to graduate than in 1956 and 1961.

2. From the preceding, it appears that continuing strong effort should be made to assess the true factors behind reasons 1-7: if these are accurate perceptions of the unsuccessful students, sharpened programs of attack must be devised to ameliorate the causes.

8. HOW MANY JOBS HELD SINCE LEAVING HIGH SCHOOL

Note: Tables 8-A, 8-B, 8-C do not include part time workers as being in the labor market. The arbitrary assumption was made that both part time workers and all workers attending college would not be considered as in the labor market at this time. The reader may make his own judgments as to whether to include them, and will find numbers involved by referring to columns 2 and 7 of Table 5-A.

TABLE 8-A
NUMBER OF JOBS HELD SINCE LEAVING SCHOOL BY
THOSE WORKING FULL TIME OR SEEKING WORK

	M A							O T H E R						
	N	0	1	2	3	4	NR	N	0	1	2	3	4	NR
Grads: F[a]	58	0	28	20	7	2	1	167	8	93	36	20	9	1
S[b]	17	4	5	4	2	1	1	26	16	5	1	1	1	2
Total	75	4	33	24	9	3	2	193	24	98	37	21	10	3
Drops: F	10	0	4	2	3	1	0	18	0	8	4	3	1	2
S	20	7	0	2	0	1	0	15	5	5	1	1	3	0
Total	20	7	4	4	3	2	0	33	5	13	5	4	4	2
TOTAL	95	11	37	28	12	5	2	226	29	111	42	25	14	5

[a] Working full time

[b] Seeking work

TABLE 8-B
PERCENTAGE OF THOSE IN LABOR MARKET
WHO HAVE NOT HELD ONE JOB SINCE LEAVING SCHOOL

	1956		1961		1966	
	M A	Other	M A	Other	M A	Other
Grads	17	1	6	3	5	12
Drops	38	14	15	7	35	15
TOTAL	27	4	10	4	12	13

TABLE 8-C
AVERAGE NUMBER OF JOBS HELD BY THOSE WORKING FULL TIME

	1956		1961		1966	
	M A	Other	M A	Other	M A	Other
Grads	2.1	1.9	2.1	1.8	1.7	1.6
Drops	2.7	2.1	2.5	2.0	2.1	1.8
TOTAL	2.3	1.9*	2.2	1.8*		1.6*

*Correct to nearest .1

TABLE 8-D
PERCENT OF THOSE IN LABOR MARKET EMPLOYED FULL TIME[a]

		1956	1961	1966
Grads	MA	67	88	77
	Other	93	87	87
	all	88	88	84
Drops	MA	50	58	50
	Other	82	67	55
	all	68	63	53
Total	MA	59	75	72
	Other	91	83	82
	all	83	80	79

[a]Assuming that only full time workers and those seeking work are considered to be in labor market (excludes part time and all workers attending college).

Data:

1. For the first time, there is a smaller percentage of MAs than other grads who wish to work but have not held one job since leaving school (5% of MA grads in labor market, compared to 12% of other grads in labor market).

2. MA grads show a continued decline in percentage of those in labor market who have not held one job (1956-61-66: 17%-6%-5%).

3. MA drops, with 35% in labor market not having held one job, continue to show at least twice the percentage in this regard as other drops.

4. Each of the groups (MA grads, drops, other grads, drops) shows a lower average number of jobs than in 1961, continuing a trend from 1956.

5. For the first time, the average number of jobs held by MA grads (1.7) is almost the same as for Other grads (1.6).

6. MA drops show a continued narrowing of the gap between Other drops and themselves in average numbers of jobs held.

7. MA grads have dropped from 1961 in percent of those in labor market employed full time (77% compared with 88%, 1961; 67%, 1956).

8. Other grads continue with same rate (87%) as in 1961 of those in labor market employed full time.

9. MA drops continue to have the lowest rate (50%) of full time employment of those in the labor market.

10. While the full time employment rate for all grads has remained fairly stable for the period 1956-1961-1966 (88-88-84%), the rate for all drops has steadily declined (68-63-53%).

Inferences:

1. MA grad opportunity for employment, as judged both by the reducing percentage of those unable to find a single job and the lower average number of jobs held, is better than in 1956 or 1961, and appears to equal other grads in these respects.

2. While the MA grad lower rate (from 1961) of full time employment may temper the encouraging data related above, this may be offset in part by the fact that more MA grads are attending college, thus skimming off greater numbers of the more employable.

3. Evidence concerning increasing unemployability of dropouts (MA or Other) is found in the doubled percentages since 1961 of those drops in labor market who reported not holding a single job

since leaving high school (35% MA drops, 15% Other compared with 15% and 7% in 1961).

4. A recommendation from the data in Tables 8-A-B-C-D is that a sampling study be made of the 35% of MA drops in the labor market who have not found one job, for the purpose of seeing if they have any common characteristics which the school could attempt to anticipate and ameliorate in current students.

9. JOB CATEGORIES FOR THOSE WORKING FULL TIME

TABLE 9-A
JOB CATEGORIES (U.S.E.S.) FOR THOSE WORKING FULL TIME
reported as percentage of N responding

GROUP	N	Professional 0	Clerical-Sales 1	Service 2	Farm., Forestry 3	Mfg. Skilled Non-Mfg. 4 5	Mfg. Semi-Skilled Non-Mfg. 6 7	Mfg. Un-Skilled Non-Mfg. 8 9
Grads: MA	51	2	35	16	2	14	21	10
Other	162	9	53	8	0	9	15	6
Total	213	7	49	10	1	10	17	7
Drops: MA	9	11*	0	22	11	0	56	0
Other	15	0	20	20	7	13	20	20
Total	24	4	13	21	8	8	33	13
ALL MA	60	3	30	17	3	12	27	8
ALL OTHER	177	8	50	9	1	10	16	7
TOTAL	237	7	45	11	1	10	19	7
1961 TOTAL	152	4	40	10	3	11	17	15
1956 TOTAL	116	3	38	8	7	10	26	8

*Reader is reminded to look at the N - in this case, 1 out of 9 comes to an exaggerated 11%.

TABLE 9-B

U.S.E.S. JOB CATEGORY COMPARISONS FOR RESPONDENTS WORKING FULL TIME: 1956, 1961, 1966
(by percentage)

GROUP		Profes-sional 1	Clerical Sales 2	Service 3	Farming-Forestry 4	Skilled 5	Semi-Skilled 6-7	Unskilled 8-9
Grads: MA	1956	0	42	0	8	0	41	8
	1961	3	37	10	3	16	13	17
	1966	2	35	16	2	14	21	10
Other	1956	4	47	6	5	13	21	4
	1961	5	53	8	0	10	12	12
	1966	9	53	8	0	9	15	6
All	1956	3	47	6	6	11	23	4
	1961	4	49	9	1	11	13	13
	1966	7	49	10	1	10	17	7
Drops: MA	1956	0	0	25	12	0	12	50
	1961	0	7	13	20	0	33	27
	1966	11	0	22	11	0	56	0
Other	1956	6	11	11	11	11	45	6
	1961	5	10	15	0	20	30	20
	1966	0	20	20	7	13	20	20
All	1956	4	8	15	12	8	35	20
	1961	3	9	14	9	11	31	23
	1966	4	13	21	8	8	33	13
All MAs:	1956	0	25	10	10	0	30	25
	1961	2	27	11	9	11	20	20
	1966	3	30	17	3	12	27	8
All Others:	1956	4	41	7	6	12	25	4
	1961	5	45	9	0	11	16	13
	1966	8	50	9	1	10	16	7
TOTAL:	1956	3	38	8	7	10	26	9
	1961	4	40	10	3	11	17	15
	1966	7	45	11	1	10	19	7

Data:

1. Largest single source of employment for all full time employed grads continues to be clerical and sales (49%); largest for drops continues to be semi-skilled production (33%). These statements also hold true for 1956 and 1961.

2. Largest single source of employment for all full time employed Others continues to be clerical and sales (50%); largest for MAs continues to be semi-skilled production (33%). These statements also hold true for 1956 and 1961.

3. Changes from 1956 and 1961:

   a. Professional: Apparent trend in change from 3% and 4% (1956, 1961) to 7%. (Biggest increase in graduates.)

b. Clerical and Sales: Approximately same for grads as in 1961 (49% both years) and overall increase for total group from 38%, 40% (1956, 1961) to 45%.

c. Service: Continue modest growth trend from 8% in 1956 to 10% to 11%. Together with this is a change in type of job, noted in inferences section.

d. Farming, Forestry: Continued decline since 1956 from 7% to 3% to 1%.

e. Manufacturing and Production: Slight decline in total (to 36%) from 44% in both 1956 and 1961.

4. Changes for MAs from 1956 and 1961:

a. Professional: Continued improvement for MAs from 0% in 1956 to 2% (1961) to 3%.

b. Clerical and Sales: Grad MAs have shown a slight decline from 42% to 37% to 35% since 1956.

c. Service: Grad MAs have increased from 0% to 10% to 16% since 1956 (while drops ranged 25%-13%-22%), and type of job has been upgraded as noted in inferences below.

d. Farming and Forestry: Grad MAs have declined from 8% to 3% to 2% since 1956; all MAs have declined similarly from 10% to 9% to 3%.

e. Manufacturing and Production: Grad MAs have moved to 14% from 0% in skilled production jobs in 1956. Drop MAs were 0% in 1956 and are 0% today.

Inferences:

1. Clerical and sales jobs continue to be largest source of employment for grads and Others, while semi-skilled production jobs offer largest single source of employment for drops and MAs.

2. MAs have increased their foothold on professional jobs (0-2-3%).

3. Analysis of service jobs shows a change from largely personal service (barber, beautician, janitor) in 1956 to serviceman-technician type following the national trend; thus the increase in service jobs is beneficial.

4. Farming and forestry jobs follow the national pattern of decline. They still are over-represented for MAs and drops, however.

5. MA grads have made a solid entry into skilled production jobs.

10. AVERAGE WEEKLY SALARY, FULL TIME EMPLOYED

TABLE 10-A
AVERAGE[a] WEEKLY SALARY FOR THOSE EMPLOYED FULL TIME
(by number reporting)

GROUP	N	NR 0	$10-24 1	$25-39 2	$40-59 3	$60-69 4	$70-79 5	$80-99 6	$100-119 7	$120-139 8	$140+ 9	Avg. Weekly Salary 10
Grads: MA	57	1	0	0	4	4	9	14	12	7	6	$ 98
Other	168	2	1	2	12	22	33	39	25	13	19	92
Total	225	3	1	2	16	26	42	53	37	20	25	94
Drops: MA	10	0	1	0	0	0	2	0	1	3	3	111
Other	18	0	0	1	0	0	3	6	1	4	3	104
Total	28	0	1	1	0	0	5	6	2	7	6	107
TOTAL MA	67	1	1	0	4	4	11	14	13	10	9	100
TOTAL OTHER	186	2	1	3	12	22	36	45	26	17	22	93
TOTAL GRADS AND DROPS	253	3	2	3	16	26	47	59	39	27	31	$ 95

[a]Averages are derived by using the mid-point of each range. $150 was used for column 9.

TABLE 10-B
AVERAGE SALARY COMPARISONS, FULL TIME EMPLOYED
1956, 1961, 1966

GROUP		Average Salary 1956	1961	1966	Per Cent Gain[a] 1956-61	1961-66	1956-66
Grads:	MA	$61	$83	$ 98	36	18	56
	Other	67	79	92	17	17	38
	All	66	80	94	21	17	42
Drops:	MA	62	87	111	40	29	80
	Other	72	68	104	(-6)	53	44
	All	69	77	107	12	38	55
ALL MA		62	84	100	37	19	63
ALL OTHER		68	77	93	13	21	37
TOTAL		$67	$79	$ 95	18	20	42

[a]Percentages are computed on amounts before dollars were rounded.

Data:

1. Both grad and drop MAs report higher average salaries than do Others ($98, $111)compared with $92, $104). This was also true in 1961, and is a reversal from 1956.

2. Both MAs and Other drops continue to report higher average earnings ($111, $104) than MA and Other grads, ($98, $92), a characteristic reversed but once (1961) by a lower average salary reported by Other drops.

3. Five-year increases for the combined groups are in approximately 20% increments (18% 1956-61; 20% 1961-66), with greater stability in grad increases (21% 1956-61; 17% 1961-66) than in drops (12%,38%).

4. Percentage increase for 1961-66 is about the same for MA and Other grads (18%-17%).

5. Percentage increase for 1961-66 is greater for Other drops than for MAs drops (53%-29%).

6. All MAs have a much higher (1956-66) increase (63%) than do all Others (37%).

Inferences:

Note: Although questions may be raised concerning the validity of both the drop and MA responses with regard to reported salaries, these hypotheses are offered for consideration: (a) sampling deficiencies(e.g., small N's in employed drops [10 MAs, 18 Others] and the considerable self-selectivity possible among drop respondents) were also present in 1956 and 1961. Thus the changes in relative positions may be more valid than invalid; (b) this is a time of higher college attendance, and greater representation in armed services, thus the graduates with highest earning potential are not yet in the labor market; (c) inspection of a sampling of questionnaires revealed no discrepancies between type of work and salary reported; (d) although a higher percentage of MAs are working than Others, they have a higher rate of unemployment because of larger proportion of MAs in the labor market. Drops also have a higher rate of unemployment (see Table 5-B). In light of the above, the researcher offers the figures as indicative of trends since 1956.

1. The gains for MAs in average salaries since 1956 (up 63% compared with 37% for Others and 42% for all) strongly support the indicators of improved job opportunities for MAs which have been previously noted (fewer unable to find employment, fewer job shifts, better types of jobs). This is especially meaningful in the improved salaries for MA grads, where a 10-year gain of 56% (compared with 38% for Others and 42% for all grads) combines with a higher rate of college attendance.

2. The apparent gains in average salary for drops should be read with their higher unemployment rate in mind (only 31% are working full time, and 20% are seeking work). They also report jobs which are lower in prestige and opportunity for advancement than are the entry jobs assumed by graduates.

3. Recommendation: That the ever-brightening job outlook for MA grads be liberally publicized to students in school as a means of improving self-image and motivation.

11. RELATIONSHIP OF PRESENT ACTIVITY TO PLANS WHILE IN HIGH SCHOOL

TABLE 11
RELATIONSHIP OF PRESENT ACTIVITY TO PLANS WHILE IN HIGH SCHOOL
(per cent)

			MAS AND OTHERS						M A						O T H E R					
		Total N	Nothing in mind while in high sch.	Little Relationship	Some Relationship	Close Relationship	No Response	N	Nothing in mind while in high sch.	Little Relationship	Some Relationship	Close Relationship	No Response	N	Nothing in mind while in high sch.	Little Relationship	Some Relationship	Close Relationship	No Response
GRADS:	College[1]	279	11	9	26	51	3	41	7	10	37	44	2	238	12	8	24	53	3
	Work[2]	263	27	31	25	16	1	67	27	31	24	15	3	196	27	31	25	16	1
	Others	208	19	31	18	19	13	41	15	39	22	10	15	167	20	29	17	22	13
	Total	750	18	23	23	30	5	149	18	28	27	21	6	601	19	21	22	32	5
DROPS:	Work[3]	38	39	32	11	16	3	13	31	31	31	0	8	25	44	32	0	24	0
	Service	17	24	24	29	18	6	2	0	50	0	0	50	15	27	20	33	20	0
	Others	69	33	28	7	17	14	21	29	38	10	10	14	48	35	23	6	21	16
	Total	124	34	28	11	17	10	36	28	36	17	6	14	88	36	25	9	22	8
TOTAL GRADS AND DROPS		874	20	23	22	28	7	185	20	29	25	18	8	689	21	22	21	31	6

1. Responded to Q. 5 with "in school full time," "in school part time," "school and working part time"
2. Responded to Q. 5 with "working full time" or "working part time"
3. Responded to Q. 5 with "working full time" or "working part time"

Data:

1. Closest relationship between present activity and high school plans occurs in grads in college (MAs, 44%; Others, 53%).

2. Working MAs (31%) and Others (31%) report "little relationship," while 27% of both groups report "nothing in mind while in high school."

3. Drops show a much lesser relationship between their present activity and plans while in high school than do grads.

Inferences:

1. Grads in college continue to have the greatest degree of relationship between high school plans and activity followed after graduation.

2. Low degree of relationships between plans and activities for drops contrasts with their typical expressed intentions at time of leaving to "get a job," "join the Air Force," and so on. This type of information, combined with the later expressed regrets of dropouts (see Q. 25), should be well publicized by teachers and counselors.

12. DEGREE OF JOB SATISFACTION, FULL TIME WORKERS

TABLE 12-A
ANSWERS TO QUESTIONS CONCERNING SATISFACTION WITH SPECIFIC ASPECTS OF PRESENT JOB, FROM FULL TIME WORKERS
by percent

GROUP		Type of Work			Salary			Chances for Promotion			Total Responses Percent	
		N[a]	% Yes	% No	N	% Yes	% No	N	% Yes	% No	Yes	No
Grads:	MA	57	82	18	55	67	33	60	60	40	70	30
	Other	165	73	27	165	62	38	160	71	29	69	31
	Total	222	75	25	220	63	37	220	68	32	69	31
Drops:	MA	10	80	20	10	50	50	8	63	37	64	36
	Other	17	71	29	17	59	41	17	88	12	73	27
	Total	27	74	26	27	56	44	25	80	20	66	34
ALL MA		67	82	18	65	65	35	68	60	40	69	31
ALL OTHER		182	73	27	182	62	38	177	73	27	69	31
TOTAL GR & DR		249	75	25	247	62	38	245	69	31	69	31

[a]N is number responding to this question.

TABLE 12-B
1956-1966 COMPARISONS OF "TOTAL RESPONSES," JOB SATISFACTION OF FULL TIME WORKERS
by percent answering yes

	Grads		Drops		All		All		All
	MA	Other	MA	Other	MA	Other	Grad	Drop	Gr & Dr
1956	63	79	88	71	73	78	77	76	76
1961	72	71	79	62	74	69	71	69	71
1966	70	69	64	73	69	69	69	66	69

Data:

MAs and Others:

1. MA and Other grads appear equally satisfied with present full time work (70%, 69%) in over-all response, as do all MAs (69%) and all Others (69%).

2. Largest degree of variation between MA and Other job satisfaction is in "chances for promotion," where positive responses of both grad and drop MAs (60%, 63%) are substantially lower than those of grad and drop Others (71%, 88%), and all MAs (60%) are lower than all Others (73%).

3. Next largest degree of variation between MAs and Others is in "type of work," where positive responses of 82% of MA grads and 80% of MA drops (82% of all MAs) are greater than those of Other grads and drops (73%, 71%) and all Others (73%).

Grads and Drops:

4. Total responses of grads and drops regarding job satisfaction are about the same (69%, 66%), but differences exist in various categories.

5. Grads and drops are equally satisfied with "type of work" (75%, 74%).

6. Salary satisfaction is the lowest rating of both grads and drops, but grads are more satisfied than are drops (63%, 56%), and MA drops are least satisfied (50%) of any group on any category.

7. Drops are more satisfied with chances for promotion than are grads (80%, 68%), and Other drops are the most satisfied on this point (88%) of any group in any category.

Comparisons on total responses, 1956-1966:

8. Total positive responses have decreased since 1956 (76% to 71% to 69%), with less change between 1961 and 1966 than in the earlier 5 years. Both grads (77%, 71%, 69%) and drops (76%, 69%, 66%) follow this pattern.

9. Deviations within grad and drop groups from the decline noted are in MA grads, who show improved job satisfaction (70%) from 1956 (63%), and in Other drops, who have increased slightly from 71% in 1956 to 73% in 1966.

Inferences:

1. The earlier inferences concerning better job opportunities for MA grads are further supported by the over-all gains in job satisfaction (from 63% in 1956 to 70% in 1966), and from considerably less satisfaction in 1956 (63%) than Other grads (79%) to equal satisfaction in 1966 (70%, 69%).

2. While concern might be expressed about the category of "chances for promotion," where MA grads are less satisfied at 60% than other groups (Other grads 71%, total group 69%), it was found that this is the same figure as in 1961 and improved from 50% in 1956.

3. Drops appear to have ambivalent feelings toward job satisfaction, liking type of work (74%) and chances for promotion (80%), but showing relative dissatisfaction with salary (only 56% satisfied). Considering the earlier responses indicating that drops earned higher average salaries than grads, they may hold unrealistic ideas concerning their salary potential.

13. POST HIGH SCHOOL TRAINING OTHER THAN JC OR COLLEGE

TABLE 13
POST HIGH SCHOOL TRAINING OTHER THAN JC OR COLLEGE
by percent

GROUP	N Total	N Responding	PER CENT OF TOTAL[a] Beauty College 1	Barber College 2	Business College 3	Apprentice Training 4	Military Tech. Trng. 5	Other Special Trng. 6	Total[b]
Grads: MA	149	55	7	-	5	6	7	11	37
Other	601	214	5	-	4	4	10	13	36
Total	750	269	5	1	4	5	9	12	36
Drops: MA	36	11	3	0	0	3	8	17	31
Other	88	33	1	0	1	7	15	14	38
Total	124	44	2	0	1	6	13	15	36
ALL MA	185	66	6	1	4	5	7	12	36
ALL OTHER	689	247	4	-	3	5	10	13	36
TOTAL	874	313	5	-	4	5	10	13	36

[a] "Other" included such items as dance training, correspondence study and miscellaneous technical schools.

[b] Total column does not add across in every case because of rounding to nearest whole per cent.

Data:

1. 36% of all respondents, evenly balanced among grads (36%), drops (36%), MAs (36%) and Others (36%), report some form of additional training other than junior college or college. (Note: These figures correspond closely in totals to 1956 [32%] and 1961 [30%].)

2. Major sources of additional training (other than the miscellaneous, which includes correspondence instruction) are military technical training and apprentice training for boys (10% and 5% mean about 20% and 10% of all boys), and beauty college and business college for girls (5% and 4% mean about 10% and 8% of all girls).

3. Average income of full time workers reporting such additional training is higher than average income of all full time workers, with "trained" grads $100.10 vs. $93.76 for all full time working grads, trained drops $115.56 vs. $106.57, and trained grads and drops $101.08 vs. $95.19. (These data not shown in Tables 13 or 10-A.)

4. Apprentice training is reported equally by 5% of MAs and 5% of Others.

Inferences:

1. The fact that over one-third of both grads and drops take some form of additional schooling other than junior college or college should be understood by staff and students alike. Implications for teachers and counselors should be explored, including getting such information to potential drop-outs while they are still in school, and informing all students of the types of training programs - both valuable and worthless - which will be competing for their money after they leave school.

2. With approximately 20% of all boys reporting some form of military technical training, and with information from this and previous studies supporting economic value of this and other training in civilian income, these recommendations are made: (a) study should be of the types of training and how schools might better prepare students educationally and intellectually (psychologically) for these opportunities; (b) the potential benefits of military service to the individual, as well as the individual's obligation to service, should be made well known to students.

3. With approximately 10% of all boys (evenly divided among grads and drops, MAs and Others), going into some form of apprenticeship training, the following recommendations are in order: (a) schools should study specific educational requirements (e.g., algebra for electricians) and review course offerings for appropriateness; (b) counselors should know apprenticeship openings and requirements, and should counsel potential apprentice trainees accordingly; (c) the knowledge that ethnic discrimination is not shown here (equal MAs and Others) should be stressed to combat the prevalent feeling that the Mexican-American minority has little chance to enter apprenticeship programs; (d) the previous recommendations should involve close cooperation with the Metropolitan Vocational Center program of the district.

4. With approximately 20% of girl grads (including a majority of MAs) taking beauty college or business college work, it is recommended that: (a) schools establish closer liaison with such institutions for the purpose of being able to work cooperatively with those which offer best programs; (b) counselors review means to better prepare potential trainees; (c) the apparent difficulties of drop girls in entering such programs should be made clear to potential dropouts.

14. <u>POST HIGH SCHOOL TRAINING: JC OR COLLEGE</u>

TABLE 14-A
GRAD COLLEGE ENTRANCE, DROP AND CONTINUING ATTENDANCE,
BY COLLEGE ATTENDED
by percent of graduates

		NUMBER	PERCENT											
			SJCC		SJSC		UC		OTHER[b]		TOTAL[c]			
		S[a]	D	A	S	D	A	S	D	A	S	D	A	S	D	A
MA: (N=149)	Started	81			49			4			1			1			54		
	Dropped		35			22			1			0			0			23	
	Attending			46			27			3			1			1			31
OTHER: (N=601)	Started	374			38			15			2			7			62		
	Dropped		128			16			2			0			3			21	
	Attending			246			22			12			2			4			41
TOTAL: (N=750)	Started	455			40			13			2			6			61		
	Dropped		163			18			2			0			2			22	
	Attending			292			23			11			2			4			39

SJCC = San Jose City (junior) College; SJSC = San Jose State College; UC = University of California.

[a]SDA = Started, Dropped, Attending. Figures were reported when students were 1 to 3 years out of high school. Read as follows: "of 149 MA grads, 81 started college, 35 dropped within 1 to 3 years, leaving 46 still attending. Of the total of 149 MA grads, a total of 49% started SJCC, 22% started SJCC but dropped within 1 to 3 years, leaving 27% of all MA grads still attending SJCC."

[b]Other. University of Santa Clara was largest single choice in this group, with 13 (2% of all graduates; 3% of all college attendees). Remainder included 4 state colleges, 20 other colleges and universities, and 7 junior colleges.

[c]Totals are accurate to nearest whole percent.

TABLE 14-B
COMPARISONS FOR 1956, 1961, 1966 OF COLLEGE ENTRANCE, DROP AND CONTINUING ATTENDANCE RATES[a]
by percent of total group

		1956 S	1956 D	1956 A	1961 S	1961 D	1961 A	1966 S	1966 D	1966 A
MA:	Started	34			35			54		
	Dropped		12			14			23	
	Attending			22			21			31
OTHER:	Started	50			66			62		
	Dropped		14			20			21	
	Attending			36			46			41
TOTAL:	Started	47			61			61		
			14			19			22	
				34			42			39

[a] SDA = Started, Dropped, Attending. It should read: "34% of all MA grads in the 1956 study started college, 12% of all MA grads started but dropped, and 1 to 3 years after high school graduation, 22% of all MA grads remained in college. In the 1961 study, 35% of all MA grads started college..."

TABLE 14-C
COMPARISONS FOR 1956, 1961, 1966 OF COLLEGE ATTENDANCE, DROP AND CONTINUING ATTENDANCE RATES: Table 14-B reported in different form

		Per cent of all grads starting 1956 S	1961 S	1966 S	Per cent of all in college dropping or still attending 1-3 years after high school graduation 1956 D	1956 A	1961 D	1961 A	1966 D	1966 A
MA:	Started	34	35	54						
	Dropped				35		40		43	
	Attending					65		60		57
OTHER:	Started	50	66	62						
	Dropped				28		30		34	
	Attending					72		70		66
TOTAL:	Started	47	61	61						
	Dropped				30		31		36	
	Attending					70		69		64

Note that right side of table is reported by percentage of all who entered college; thus is read: "35% of the MAs who started college in the 1956 study had dropped by 1 to 3 years later, leaving 65% still attending."

TABLE 14-D
PERCENTAGE DISTRIBUTION OF ALL COLLEGE ENTRANTS
BY CURRICULUM FOLLOWED IN HIGH SCHOOL[a]

	University Prep	Business Education	Vocational	General	Special Education
1966	38	26	18	17	---
1961	50	9	19	21	---
1956	70	10	13	8	0

[a]Read: In 1966 study, 38% of all college entrants were from the university prep curriculum, 26% were from business education, etc.

TABLE 14-E
PERCENTAGE OF COLLEGE ENTRANTS FROM EACH CURRICULUM DROPPING COLLEGE[a]

	University Prep	Business Education	Vocational	General	Special Education	Total
1966	26	30	49	47	100[b]	36
1961	16	30	42	57	100	31
1956	22	36	67	36	---	29

[a]Read: In 1966 study, 26% of the grads who entered college from the university prep curriculum later dropped; 30% of college entrants from the business curriculum dropped, etc.

[b]In both 1961 and 1966, one graduate of the mentally retarded program reported junior college entrance. In each case, he later dropped.

Data:

1. 61% of all grads enter college, including 54% of MA grads and 62% of Other grads (1956: 47%, 34%, 50%).

2. College drop rate after 1-3 years: All 36%; MAs 43%; Others 34% (1956: 30%, 35%, 28%).

3. Number of MA grads starting college (54%) is greater than 1956 or 1961 (34%, 35%), while number of Other grads (62%) is up from 1956 (50%), but down from 1961 (66%).

4. San Jose City College draws largest number of college entrants - 40% of all graduates, 2/3 of all graduates who attempt college (1956: 12%, 25%).

5. San Jose City College also has the highest drop rate - 18% of all grads, or 45% of those attempting San Jose City College (1956: 5%, 61%).

6. San Jose State College enrolled next highest number - 13% of all grads or 22% of all college entrants (1956: 25%, 53%), and had next highest drop rate of 15% (1956 drop rate: 14%; 1961: 21%).

7. U.C. has lowest number of entrants with none dropping after 1-3 years (1956 drop rate: 13%; 1961: 13%).

8. 62% of those entering college now enter without the high school academic course pattern (1956: 30%; 1961: 50%).

Inferences:

1. The percentage of MA grads entering college has increased greatly over 1956 (54% vs. 34%), but their drop figure has also increased (from 36% of MA college entrants to 43%).

2. While the differences between MA and Other college entrance and drop rates continued to be cause for concern, the gap is closing and comparisons between 1956 and 1966 indicate that both MA number and proportion of successful (non-drop) college entrants are increasing. Predictions for MA college success may be made with some assurance. This information must be made known to every student.

3. The greatest drop figure was at San Jose City College. Table 15 will show that there is cause to believe that this is because it was the easiest to enter, therefore accepting marginal and unmotivated students.

4. The lowest drop figures were at institutions which are difficult to enter, accepting students of higher academic caliber.

5. The "college prep" pattern for college entrants declined over the 10-year period from 70% to 50% to only 38%. A somewhat corresponding gain appears in entrants from the high school "business ed" curriculum. Students report need for more vocationally oriented and business courses in Questions 19 and 20. Serious study should be given to the business ed curriculum as a solution to the dilemma of preparing for college success while gaining practical skills.

15. REASONS FOR DROPPING COLLEGE, JUNIOR COLLEGE, OTHER

TABLE 15
REASONS FOR DROPPING COLLEGE, JUNIOR COLLEGE OR OTHER[a]
(by percent)

GROUP	N	N Responding	PERCENT								
			Poor Study Habits 1	Low Grades 2	No Def. Goal 3	Marriage 4	Took Job 5	Financial 6	Health 7	Needed at Home 8	Other 9
MA	149	36	19	11	11	11	8	22	8	0	11
OTHER	601	145	8	12	23	10	14	11	1	1	19
TOTAL	750	181	10	12	21	11	12	12	2	1	18

[a] The number of respondents here and in Table 14-A differ by 18. This table includes barber, beauty, etc., "colleges" which Table 14-A did not include.

Data:

1. MAs give "financial" (22%) and "poor study habits" (19%) as principal reasons for dropping college or junior college (Others: 11%, 8%).

2. "No definite goal" (23%) is largest single reason for dropping given by Others (MAs: 11%).

3. Except for (1) and (2) above, Others and MAs are in general agreement concerning reasons for dropping college.

4. When reasons included in "other" are analyzed, approximately 53% of all college drops are for reasons of poor study habits, low grades, or no definite goal.

Inferences:

1. No definite goal is the largest single reason given by students dropping college or junior college. When combined with the groups reporting poor study habits and low grades as reasons for dropping, a case may be made that many of this 52% of all of the college drops should have taken a different course, or perhaps should never have entered college. Reference here, as elsewhere in this study, points out great need in better informing students as to college requirements, majors, and potential.

2. Financial and job reasons account for a quarter of the reason for dropping. This points up the need for better information on financial requirements of college and available financial assistance.

16. RATINGS ON VALUE OF HIGH SCHOOL ACTIVITIES

TABLE 16
RATING BY FORMER STUDENTS ON VALUE OF VARIOUS HIGH SCHOOL ACTIVITIES
(By average rating: 1.00 = little or no help, to 3.00 = helped very much)

GROUPS	N	% Reporting Clubs		% Reporting Athletics		% Reporting Library		% Reporting Counseling		% Reporting Student Gov't.		% Reporting Other[a]	
All grads	750	61	1.78	67	2.09	72	2.06	84	1.96	48	1.94	23	2.27
All drops	124	34	1.21	52	1.73	60	1.82	64	1.76	40	1.37	23	1.32
All MA	185	47	1.77	65	2.09	64	1.99	74	1.93	47	1.86	21	1.88
All Other	689	61	1.73	65	2.05	74	2.05	83	1.93	46	1.87	24	2.19
Total Gr & Dr	874	58	1.74	65	2.05	71	2.03	81	1.93	46	1.85	23	2.13
All 1961	467	59	1.91	62	2.17	54	2.09	82	1.99	43	1.98	18	2.35
All 1956	345	67	2.04	64	2.17	57	2.11	77	2.19	45	2.15	14	2.49

[a]Drops showed no significant trend here. Grads, however, listed these as follow (number in parentheses): band and choir (24), work experience (16), speech and drama (13), newspaper and yearbook (10), flag girl, cheerleading (8), social activities (5), P. E. (4), homemaking (4), business (3), art (3), plus miscellaneous single items.

Data:

1. All MAs, all Others and grads agreed closely throughout. Drops rated every type of activity consistently lower than did the other three groups.

2. Each item obtained a lower rating than in the previous two studies; in all but two areas (athletics, library), and the differences over 10 years are substantial.

3. Highest percentage of responses by all groups was in the area of counseling. This is also area of least difference (range) in rating by the different groups (1.96 to 1.76) (1961: 2.01 to 1.98).

4. The lowest percentage of responses by all groups (except Others) was in clubs. This is also area of largest range - 1.78 to 1.21 (1961: 2.00 to 1.68).

5. Athletics (grads, MAs and Others) and library (Others and grads) received above average ratings ("average" would be 2.00).

6. MAs rated athletics higher than any other area (2.09); in 1961 MAs gave this area their lowest rating (1.91).

7. Grads rated "other" areas at 2.27, 1.32 by drops. "Other" generally consisted of such activities as music, speech and drama, newspaper and work experience.

Inferences:

1. Generally lower ratings by drops may be due not so much to these areas being of little value to the drops, but perhaps due to lack of understanding in these areas because of non-particpation by this group. An interesting question: does "participation" increase chances for graduation?

2. To serve potential drops, activities must be made more attractive and must be perceived as genuinely useful to them.

3. Clubs: A greater percentage responded to item on clubs than in 1961, but gave lower ratings. Perhaps clubs are not what new members foresee when joining. Implication here to study practical operation of clubs.

4. Athletics: High rating by all groups seems to bear out the inference that greater participation in an activity is accompanied by greater appreciation.

5. Counseling: While all activities were generally lower rated, counseling either maintained its relative ranking or went up slightly. Consistency (narrow range) of the rating given to this area may be evidence of a common value placed on this area by school leavers.

6. Student government: The second widest range among the four groups occurred in this area, pointing out the need for encouraging more participation.

17. RESPONSES ON SCHOOL HELP IN AREAS OF LIVING

TABLE 17-A
RATINGS AND PERCENTAGES OF RESPONSES BY ALL GRADUATES
ON WAYS IN WHICH HIGH SCHOOL HELPED

RANK			Average		% of Grads Who Felt School Helped[c]			
1951[a]	1956	1961	1966	1966 Rating[b]	% Responding	Little or None	Some	Much	In This Area
12	12	11	11	1.83	94	35	40	19	1. Using your spare time
8	9	8	8	1.99	95	28	39	28	2. Taking care of your health
11	10	14	13	1.72	90	41	35	15	3. Taking part in community & civic affairs
13	13	12	14	1.66	87	45	26	16	4. Marriage and family life
10	8	9	9	1.97	94	32	33	29	5. Getting a job
1	1	1	1	2.49	97	9	31	57	6. Getting along with people
5	2	3	4	2.34	94	14	34	46	7. Preparing for further education[d]
6	3	6	6	2.29	96	14	40	42	8. Understanding your abilities
2	5	2	2	2.43	98	10	36	52	9. Using good English
4	7	7	3	2.36	96	13	36	47	10. Ability to read well
3	6	4	5	2.30	94	14	37	43	11. Using everday math skills
14	11	10	10	1.90	95	34	36	25	12. Understanding principles in borrowing money
9	14	13	12	1.77	91	41	29	21	13. Conducting your own bus.
7	4	5	7	2.27	96	16	38	42	14. Thinking through your own problems

[a] From Now Hear Youth, (1950-51 Calif. Coop. Study of School Dropouts and Graduates) Calif. State Department of Education, October, 1953.

[b] 1.00 = little or no help, to 3.00 = great help.

[c] These are per cent of total respondents; e.g., 94% of all grad respondents answered Part 1.

[d] MA grads rated this 2.28, other grads, 2.36.

TABLE 17-B
DROP AND GRAD AVERAGE RATINGS
ON WAYS IN WHICH SCHOOL HELPED

Average Rating		RANK				ITEM NUMBER AND QUESTION
		Drop		Grad		
Drop	Grad	1961	1966	1961	1966	
1.72	1.83	10	9	11	11	1. Using your spare time
2.07	1.99	3	6	8	8	2. Taking care of your health
1.49	1.72	14	13	14	13	3. Taking part in community and civic affairs
1.53	1.66	9	11	12	14	4. Marriage and family life
1.51	1.97	11	12	9	9	5. Getting a job
1.92	2.49	1	7	1	1	6. Getting along with people
1.57	2.34	12	10	3	4	7. Preparing for further education
2.18	2.29	6	4	6	6	8. Using your abilities
2.29	2.43	2	2	2	2	9. Using good Engl[illegible]n
2.37	2.36	4	1	7	3	10. Ability to read well
2.23	2.30	7	3	4	5	11. Using everyday math skills
1.90	1.90	8	8	10	10	12. Understanding principles of borrowing money
1.47	1.77	13	14	13	12	13. Conducting your own business
2.14	2.27	5	5	5	7	14. Thinking through your problems

TABLE 17-C
AVERAGE RATINGS ON Q. 17-4, "HOW SCHOOL HELPED IN AREA OF
MARRIAGE AND FAMILY LIFE" BY ALL MARRIED AND DIVORCED

	GRADUATES						DROPS						GRADS & DROPS					
	N*	MA	N	Other	N	Total	N	MA	N	Other	N	Total	N	MA	N	Other	N	Total
Married	20	1.85	106	1.90	126	1.89	8	2.00	27	1.64	35	1.71	28	1.89	133	1.85	161	1.79
Divorced	14	2.14	28	2.10	42	2.12	2	1.00	8	1.37	10	1.30	16	2.00	36	1.94	52	1.96
All Married and Divorced	34	1.98	134	1.95	168	1.95	10	1.80	35	1.57	45	1.62	44	1.93	169	1.87	213	1.88

*N = Number responding to this item. Table 2-A reports total numbers married and divorced.

Data:

1. Table 17-A indicates considerable stability of graduate response from 1951 (statewide study) through the three local studies. "Getting along with people" is consistently number one, and there are no substantial shifts in any of the rankings.

2. Table 17-B shows general agreement, except for two items, between grads and drops upon values placed upon schooling. The two major differences are in "getting along with people" (see below), and in "preparing for further education," which grads rate high (#4) and drops low (#10).

3. The most notable change in the drop pattern of response is the decline from 1st to 7th place for "getting along with people." Other drop responses are consistent with earlier studies.

4. Drops rate "ability to read well" as their highest average response on the 14 items.

5. Table 17-C, responses from married and divorced grads and drops to "how school helped in area of marriage and family life," shows divorced grads rating it somewhat higher than married grads, and divorced drops rating it much lower than married drops. All MAs (grads and drops, married or divorced) and all Others rate it about equally.

Inferences:

1. Both grads and drops again rank the "3 R's" high, indicating that they believe the schools are meeting a basic responsibility well. Knowing the educational shortcomings of the average drop-out, one wonders how realistic this self-assessment is on their part.

2. Questions are again raised about the need for guidance concerning the problems of marriage and family life. The divorced graduates, in rating assistance high, seem unaware of any problem; the drops appear to assess the situation more realistically. Both judgments lend support to the need for greater preparation in this area.

18. CHURCH ATTENDANCE

TABLE 18
FREQUENCY OF CHURCH ATTENDANCE
1961 and 1966 COMPARED
(by percent)

	ATTEND CHURCH				
	Weekly	Monthly	Other	Never	No Response
All MA 1966	56	13	14	13	4
All MA 1961	45	13	14	13	16
All Other 1966	42	11	22	20	4
All Other 1961	40	12	24	19	4
TOTAL 1966	45	12	21	19	4
TOTAL 1961	41	12	22	18	7

Data:

1. A greater percentage (45%) of all former students report weekly church attendance than in 1961 (41%).

2. Slightly over 1/2 (56%) of all MAs report church attendance weekly, compared with slightly less than 1/2 (42%) of all Others.

3. Over 1/2 (57%) of grads report chruch attendance either weekly or monthly (1961:53%).

Inferences:

1. Number reporting church attendance shows slight increase over 1961.

19. ADDITIONAL SKILL OR ABILITY SCHOOL MIGHT OFFER

TABLE 19
ADDITIONAL SKILL OR ABILITY STUDENTS COULD NOW USE
(by number reporting and category of skill or ability)

	Total N	% Reporting	Home-making	I.A.-Bus.	Study Skills	P.E.	Agri.	Speech Writing	Social. Psych.	Phil. Relg.	Other
GRAD: MA	149	30	16	51	13	0	0	0	4	4	11
Other	601	37	13	26	9	2	1	6	19	6	18
DROP: MA	36	25	11	11	0	0	0	0	0	0	78
Other	88	24	19	52	5	0	0	5	10	0	10

Read: 30% of the 149 grad MAs answered "yes," of this 30%, 16% specified homemaking, 51% an IA or business course, etc.

Data:

1. Over half of the responding MA grads (51%) and Other drops (52%) indicated a need in the Industrial Arts-Business area (1961:58%).

2. Homemaking (11%-19% of respondents) is next greatest expressed need. Increase in MA grad (16%) and drop (11%) rating is from 0.0% in 1961.

3. Other grads (19%) and drops (10%) indicate interest in "sociology/psychology" type of course.

Inferences:

1. The only large area of perceived need is in vocational skills (IA-bus.).

2. The only other areas seriously mentioned are homemaking and (for Others only) sociology/psychology.

3. Tables 20-A and 20-B support this statement.

20. ADDITIONAL SUBJECTS NOT OFFERED BY SCHOOL

TABLE 20-A
COULD YOUR SCHOOL OFFER SOME SUBJECT
IT DID NOT HAVE THAT WOULD HELP YOU NOW?
(by percent)

			PER CENT		
		N	Yes	No	No Response
GRAD:	MA	149	30	55	14
	Other	601	39	48	13
	Total	750	38	50	13
DROP:	MA	36	25	67	8
	Other	88	31	51	18
	Total	124	29	56	15

TABLE 20-B
WHAT OTHER SUBJECT COULD THE SCHOOL HAVE OFFERED?
(by percent)

		N	No Response	Home-making	I.A.-Bus.	Study Skills	P.E.	Agri.	Speech/ Writing	Soc. Psych.	Rel./ Phil.	Other
GRADS:	MA	149	70	5	15	4	0	0	0	1	1	3
	Other	601	63	5	10	4	1	1	2	7	2	6
	Total	750	63	5	11	4	1	1	2	6	2	6
DROPS:	MA	36	75	3	3	0	0	0	0	0	0	20
	Other	88	76	5	13	1	0	0	1	2	0	2
	Total	124	76	4	10	1	0	0	1	2	0	7

Data:

1. 38% of all grads and 29% of all drops (Table 20-A) felt that the high school could have offered some other subject which would help them now.

2. Fewer MA grads and drops (30%, 25%) specified a need for another course (20-B) than did the Other grads and drops (39%, 31%).

3. I.A.-Business (11% of all respondents) is largest area of perceived need, followed by sociology-psychology (5%) and homemaking (5%).

Inferences:

1. These tables reinforce the statements of need in Question 19. Apparently there is a consistent feeling for more instruction in the vocational and avocational areas of industrial arts, business and homemaking. Whether these needs could have been met by election of courses available at the time students were in school is a question which cannot be answered from these data. It could be interpreted as belated recognition of the values of such courses. Additionally, there is some desire from graduates (only) for sociology/psychology and study skills.

2. This information (on perceived needs) should be made known to teachers and counselors.

21. HOW SPARE TIME IS SPENT

School leavers answered by free response. Analysis was made by the three categories listed in the table.

TABLE 21
LEISURE TIME PURSUITS
(by percent)

	N	ACTIVE	NON-ACTIVE	CULTURAL	NO RESPONSE
GRADS	750	73	16	2	9
DROPS	124	60	24	2	15
TOTAL	874	71	17	2	10
1961 TOTAL	467	46	30	7	17

Data:

1. Nearly three-fourths of all grads reported an active participation in leisure time pursuits (1961:48%).

2. 16% of grads engaged in non-active pursuits (1961:30%).

3. 71% of all are engaged in active pursuits (1961:46%).

4. 2% of all engaged in cultural pursuits (1961:7%).

5. A slight increase of cultural activities by drops is noted (1966:2%; 1961:0%).

Inferences:

1. The increase in active over non-active participation is undoubtedly desirable. On the other hand, the dismal report of 2% participation in cultural activities is deplorable.

2. Serious study should be made of the role of the humanities in the curriculum. For only two out of a hundred to report leisure interests in such activities as reading, music and art is cause for alarm as to the state of the culture.

22. TEACHING METHOD PREFERRED

TABLE 22
BEST TEACHING METHOD
(by percent)

	N	Slides-Movies	Tape Record	Phono	Lecture	Discuss.	Overhead Projector	Other[a]	No Response
GRADS: MA	149	15	0	0	23	48	7	4	3
Other	601	11	1	0	8	51	8	2	20
Total	750	11	1	0	11	50	8	2	16
DROPS: MA	36	31	3	0	14	44	3	6	0
Other	88	27	1	1	15	44	4	2	5
Total	124	28	2	1	15	44	4	3	3

[a]Other included by drops: labs, individual help, reading, field trips and interested teachers. Grads listed individual help, team teacher, informal discussion, reading, question & answer sessions, essays, research and interested teachers.

Data:

1. MA grads (23%) favor "lecture" method as second best. Other grads (11%) favor "slides and movies" as second best method.

2. Second highest rating is for "slides and movies," 28% drops and 11% grads (tied for 3rd with grads).

3. Third highest rating is for "lecture," 15% drops and 11% grads (tied for 2nd place).

4. Tape and phonograph teaching are rated at bottom (0-2%) by all groups, with overhead projector seen as more valuable by grads (8%) than by drops (4%).

5. In "Other" column, both grads and drops listed individual help, reading, and interested teachers as favorite method.

Inferences:

1. While it is obvious that the listed categories are non-exclusive (i.e., the "discussion" system of teaching may include use of overhead projectors and phonograph), the implications of student perception of good teaching should be made known to every teacher. Teachers should be made aware of student evaluation of these methods and encouraged to pursue them.

23. JUDGMENT CONCERNING TEAM TEACHING

TABLE 23
REACTION TO TEAM TEACHING COMPARED TO 1961 STUDY
(by percent)

		N	% Responding	Liked Team Teaching		
				Better	Same	Not as Much
GRADS:	1961	368	48	29	30	41
	1966	750	95	39	26	35
DROPS:	1961	99	59	28	36	36
	1966	124	83	38	27	35
TOTAL	1961	467	50	29	32	40
	1966	874	94	39	26	35

Data:

1. 94% of all groups responded to this item, compared with 50% in 1961.
2. As in 1961, grads and drops have similar feelings toward team teaching.
3. Percent of students liking team teaching "better" has increased from 29% in 1961 to 39%.
4. 65% of students like team teaching "better" or the "same" as the regular methods. (1961: 61%).

Inferences:

1. The increase in percent responding (from 50% in 1961 to 94%) is based partly upon the much larger number of students exposed to the method in 1966. It also lends validity to the increased favorable reaction.

2. With these favorable data reported back to teachers, consideration should be given to better and expanded uses of the system. Such consideration should include the needs disclosed in Questions 16-17 and 19-22, inclusive.

24. COLLEGE MAJORS OF THOSE NOW IN COLLEGE

TABLE 24
COLLEGE MAJORS OF 378 GRADS
(by percent)

N	1	P 2 E	R 3 C	E 4	N 5 T	B 6	Y 7 M	A 8	J O 9	R *
378	18	5	25	10	13	5	4	1	20	

*Code for Majors:

1 - Teaching
2 - Psychology
3 - Business and Economics
4 - Engineering (including electricity, drafing & electronics
5 - Sciences (includes physics, chemistry, biology, math, pre-dental, pre-medical, pharmacy & nursing)
6 - Humanities, History, Pol. Sci., Soc. Sci.
7 - Pre-law, Law, law enforcement
8 - Agriculture, Forestry
9 - Student did not as yet have major

Data:

1. 18% of grads, responding to this item, were majoring in teaching (31% in 1961)1-3 years after entering college.

2. 25% in business (11% in 1961).

3. 1% in agriculture and forestry (11% in 1961).

Inferences:

1. With greater need than in 1961, only about one-half as many grads are entering teaching. Need of more active exposure to teaching is recommended (teacher aide experience, future teacher clubs).

2. Business and economics majors (25%) are more than twice their 1961 strength. Reasons for this are worthy of review.

3. The 20% who have not yet selected a college major may be in programs where such delay is encouraged. If so, this was not indicated in their responses. It also compares with only 1% giving such a response in 1961.

25. WOULD YOU FINISH HIGH SCHOOL IF MEANS WERE AVAILABLE

TABLE 25
IF YOU WERE A DROP WOULD YOU NOW FINISH HIGH SCHOOL?
(by percent)

		N	Yes	No	No Response
DROP	MA	36	78	17	6
	Other	88	73	10	17
TOTAL		124	74	12	14

Data:

1. Within one to three years after dropping out of high school, 73% of Other drops and 78% of MA drops report that they would finish high school if they had the opportunity.

2. 14% of all drops did not respond to this item.

Inferences:

1. Need here, as always, to identify and encourage the potential drop of not leaving before graduation. Drops should be considered as resource speakers.

26. WOULD YOU HAVE GONE TO COLLEGE IF MONEY HAD BEEN AVAILABLE

TABLE 26
WOULD HAVE GONE TO COLLEGE IF MONEY HAD BEEN AVAILABLE
(by percent)

		N	Yes	No	No Response
GRAD:	MA	149	40	15	45
	Other	601	24	17	60
	Total	750	27	16	57
DROP:	MA	36	58	25	17
	Other	88	38	40	23
	Total	124	44	36	21

Data:

1. 27% of all grads, and 44% of all drops report that they would have entered college if money had been available.

2. 40% of MA grads and 24% of Other grads would have entered college had money been available.

3. 58% of MA drops and 38% of Other drops would have entered college had money been available.

Inference:

1. Compilation of data on this question did not separate responses of those who had attended college and had dropped for financial reasons, thus limiting the value of the question. Need, however, of distributing information regarding the availability of funds to students is apparent, as is the continuing need to stress the necessity and value of sacrifice in order to attend college. Training counselors and teachers of select subjects in this area appears appropriate.

SUMMARY OF FINDINGS

There were three objectives of the study:

1. To determine the characteristics and activities of the school leaver.
2. To determine the differences in problems faced by the school leaver of Mexican ancestry.
3. To evaluate those aspects of the curriculum and guidance program to which the follow-up data apply.

Findings of the study which are appropriate to each objective are abstracted and applied as appropriate.

OBJECTIVE 1: To determine the characteristics and activities of the school leaver.

A. Marriage, Divorce and Family

(1) Over-all marriage rate has decreased slightly from 33% in 1956 and 1961 to 28% in 1966, with 25% of grads and 50% of drops married within 1 to 3 (hereafter abreviated "1-3") years after leaving high school; divorce rates have increased markedly to 25%, from 4% and 8% in 1956 and 1961, with 26% of grads and 21% of drop marriages ending in divorce after 1-3 years;

(2) Average number of children for all married in 1956, 1961, and 1966 is constant (.6), while marr[illegible]rops average .8 children, grads .5 (1956:.7, .5; 1961:.8, .4);

B. Employment, Unemployment, Average Salary, Job Satisfaction

(3) 1-3 years after leaving school 34% of all grads and drops are employed full or part time (1956:40%; 1961:30%);

(4) 43% of those in college are working part or full time (1956:26%, 1961:42%);

(5) Full time employment rate for all grads desiring employment is 84% (1956:88%; 1961:88%) comparable rate for drops is 53% (1956:68%; 1961:63%);

(6) Unemployed (seeking work) are 6% of all grads, 20% of all drops (1956:5%, 11%; 1961:4%, 21%);

(7) All groups (grads, drops, MAs, Others) of those who have held one or more jobs show a lower average number of jobs held 1-3 years after leaving school (1.6) than in 1961 (1.8) and 1956 (1.9);

(8) Largest single source of employment (49%) for all full time employed grads continues to be clerical and sales (drops, 13%); largest for full time employed drops (33%) continues to be semi-skilled production (grads, 17%);

(9) Types of jobs held follow such national trends as increase in service-technician type of work and decrease in farming and forestry;

(10) Although names of full time employers were not requested, most frequently named was PT&T;

(11) 11% of all groups are in armed services (1956:12%; 1961:6%);

(12) Full time employed drops report higher average weekly income ($107) than do full time employed grads ($94) (qualifications upon interpretation of this item: should be read keeping in mind the factors of self-selectivity of respondents, higher unemployment rate, type of work, and fact that the top graduate talent is in college);

(13) Average weekly salaries for all full time employed leavers have increased 42%, 1956-66, and five-year increases are in approximately 20% increments (18%, 1956-61; 20%, 1961-66), with greater stability in grad increases (21%, 1956-1961; 17%, 1961-66) than in drops (12%, 38%);

(14) 69% of all grads and drops are satisfied "over-all" with their present work, with component questions revealing that grads and drops are equally satisfied with "type of work" (75%, 74%), that grads are more satisfied with salary of present job than are drops (63% vs. 56%), and

that drops are more satisfied with "chances of promotion" in their present job than are grads (80%, 68%);

C. Post High School and College Training

(15) 1-3 years after leaving high school, 36% of respondents (evenly balanced among grads and drops, MAs and Others) report some form of additional training other than junior college or college (1956:32%, 1961:30%); major type of such additional training for boys is military technical (10%) and apprentice (5%), for girls beauty (5%) and business (4%) colleges (these figures may be doubled to show appropriate percentages of all boys and all girls);

(16) 61% of all grads entered college (1956:47%; 1961:61%) a proportionate increase of 30% over 1956, with much greater increase among MA grads (up 59%) than among Others (up 24%);

(17) Along with increased college entrance rate, drop rate from college or junior college for MAs (43%) and Others (34%) shows an increase over previous studies (1956:35%, 28%; 1961:40%, 30%);

(18) 39% of all grads remain in some form of higher education (1956:26%; 1961:43%);

(19) San Jose City College draws largest number of college entrants - 40% of all grads, 2/3 of all grads attempting college; it also has the highest percentage of drops - 45% of those starting SJCC;

(20) San Jose State College enrolled next highest number - 13% of all grads, 22% of all college entrants: it has the next highest drop rate - 15%;

(21) University of California has low number of entrants (2% of all grads, 3% of all college entrants), but lowest drop rate (0% of respondents);

(22) 18% of college student respondents were majoring in teaching (1961:31%) one-fourth in business, 1% in agriculture and forestry (1961:11%, 11%);

(23) 62% of those entering college now enter without the academic course pattern ("college prep"), compared with only 30% in 1956 and 50% in 1961;

(24) College drops with "college prep" background continue to have the lowest college drop rate (26%), but are closely followed by students from the business ed curriculum (30%), while students from vocational or general ed backgrounds have about a 50/50 chance for college success;

(25) 27% of grads and 44% of drops report that they would have entered college if money had been available;

D. Help for Decision-Making, Life Planning, Attitudes Toward School

(26) All groups (grads, drops, MAs, Others) continue to report that parents were their chief source of help in making life plans while they were in high school (45%), with teachers (16%) and counselors (7%) next;

(27) Greatest changes over the 1956-1966 period in life-plan help ratings are in the decreasing credit given counselors (17%, 12%, 7%) and increasing percentage saying "no help" (7%, 9%, 13%). This trend is most noticeable among drops, who rated counselors 24% in 1956 and 6% in 1966, and listed "no help" at 10% and 26% for these years;

(28) Grads report higher relationship between present activity and high school plans than do drops, and grads in college continue to report the highest degree of relationship of all grads;

(29) 60% of students dropping high school (MAs 63%, Others 58%) listed reasons over which the school might have some influence, e.g., "not interested in school," (1956:47%, 1961:59%);

(30) Given the opportunity, 74% of all drops would finish high school;

(31) In rating value of various high school activities and services, no great differences were found among groups except that drops rated every type of activity lower than did grads, all

MAs, or all Others; highest total rating was given to athletics, lowest to clubs;

(32) 7 of 14 items pertaining to ways in which school helped, received identical grad rankings as in 1956 study, with "getting along with people" consistently rated number one;

(33) Drops rated "ability to read well" as area of greatest help;

(34) Grads and drops generally agreed in ranking school help in the "3 Rs" high;

(35) Asked about other courses or skills they wish high school had offered, about 1/3 of grads and 1/4 of MAs responded; IA-business was by far the largest response, with homemaking second;

(36) About 1/2 of all grads and drops favor "discussion" method of teaching with "lecture" and "movie/slide" technique as second best methods;

(37) About 2/3 of the former students consider team teaching as equal or superior to regular methods (1961:60%);

(38) About 3/4 of grads and 3/5 of MAs reported participation in active leisure pursuits, 1/6 and 1/4 report inactive pursuits, and only 2% of each group report cultural leisure activities;

(39) Number reporting church attendance has increased since 1961 slightly (45% report weekly, compared with 41%).

OBJECTIVE 2: Determine difference, if any, in problems faced by school leavers of Mexican ancestry.

This section is specially meaningful since it demonstrates 10-year trends in the clear differences between the problems faced by Mexican-American graduates and dropouts and all other grads and drops.

It should be reviewed as progress toward the solution of such problems rather than as statements of their solution. For example, the first finding - that proportionately more Mexican-American students are graduating than was the case ten years ago - is good news in that it is evidence that a major problem has been partially solved. Equally important, however, is the accompanying finding that Mexican-American students still fail to complete school in proportion to their enrollment - this continues to be the crux of the problem.

It is the goal of the school district to continue attacking all such problems until the differences cease to exist.

A. Graduation rate

(1) Drop rate for MAs has declined considerably since 1956: with approximately the same total proportion of school enrollment (from 33% MAs in 1956 to 30% in 1966), the proportion of MAs in the graduating class has increased from 12% (1956) to 19% (1961) to 21%, a change from 1 out of 8 to 1 out of 5.

B. Marriage, Divorce, Family

(2) 1 to 3 years after leaving school, marriage rates for MAs (29%) and Others (28%) show no significant difference from previous studies; however, divorce rate for MAs (36%) is higher than for Others (21%).

(3) Birth rate is higher among married MAs (.7 per marriage 1-3 years after leaving high school) than among married Others (.5) - about 3:2.

C. Employment, Unemployment, Job Satisfaction, Average Salaries

(4) 1-3 years after leaving high school, 45% of MA grads and 33% of Other grads are working full or part time (1961:59%, 29%).

(5) 39% of MA drops and 27% of Other drops are working full or part time (1961:52%, 46%).

(6) 44% of all MAs (grads and drops) and 32% of all Others are working full or part time (1961:57%, 34%).

(7) 11% of MA grads and 28% of MA drops are seeking employment, compared with 4% and 17% for Other grads and drops (1956:15%, 21% for MAs, 3%, 6% for Others; 1961:6%, 29% MAs, 4%, 16% Others).

(8) 5% of MA grads and 12% of Other grads in labor market have not held one job 1-3 years after leaving high school (1956:17%, 1%; 1961:6%, 3%).

(9) For the first time, the average number of jobs held by MA grads (1.7) is comparable to Other grads (1.6).

(10) Type of jobs held by MA grads and drops is improving: there is an increasing foothold in professional fields (from 0% in 1956 to 3% in 1966), a shift from unskilled and semi-skilled to semi-skilled and skilled production jobs (0% skilled in 1956 to 12% in 1966); also, military service, an apparent source of employment for MAs in 1956 (19%), now employs nearly twice as many Others (13%) as MAs (7%).

(11) Equal percentages of MAs and Others (5% each, or approximately 10% of all boys) report being engaged in apprentice training.

(12) Grad and drop MAs report higher average weekly salaries than Others ($98, $111, compared with $92, $104), pattern was same in 1961, reversed from 1956.

(13) While average salaries for all full time employed leavers have increased 42% from 1956 to 1966, all MAs have much higher 1956-1966 salary increase (63%) than do all Others (37%).

(14) Grad and drops MAs report slightly less satisfaction with "chances of promotion" in their present job (60%) than do Other grads and drops (73%), but a higher positive response to satisfaction with "type of work" (82% vs. 73%) and salary (65%-62%), while the overall total response of MAs and Others regarding satisfaction with their present job is the same (69%).

D. Influences Upon Decision-Making, Including Reasons for Dropping High School

(15) In evaluating sources of life-planning assistance while in high school, no striking differences were found between MAs and Others of grads and drops, with agreement that parents were by far the biggest help, with teachers second and counselors third. Concern is expressed about the finding that 1/4 of all drops (MA and Other) replied "no help from anyone," a sharp increase from 1956 and 1961 (10%, 8%).

(16) 63% of MA drops listed reasons for dropping over which school might have some influence (such as "not interested"), an increase from 1956 (41%) and 1961 (50%).

(17) Given the opportunity, 78% of all MA drops (73% Others) would now finish high school.

(18) There were no substantial differences between MA and Other ratings of various school activities with clubs rated by both groups as of least value among school activities and athletics highest.

(19) 56% of all MAs report weekly church attendance, compared with 42% of all Others.

(20) About 1.3 of the grads and 1.4 of the drops responded to a question asking what other subject the school could have offered; 51% of the 1/3 of MA grads responding desired more courses in IA-business area and 16% more homemaking (Other grads:26%, 13%); of the 1/4 MA drops responding, there were 11% desiring more IA-business and 11% more homemaking (Other drops:52%, 19%).

E. Post-Secondary Training, Higher Education

(21) 54% of all MA grads, compared with 62% of Other grads, start college (1956:34%, 50%; 1961:35%, 66%); of this starting group, 90% of the MAs attend San Jose City College, 7% attend San Jose State College and 1% attend University of California (Others:61%, 24%, 3%).

(22) While the drop rate of MA grads entering colleges has increased from 35% of those starting in 1956 to 43% in 1966, the percentage still in college after 1-3 years has risen from 22% of all MA grads in 1956 to 31% in 1966.

(23) Of the college and junior college drops, 22% of the MAs gave "financial" and 19% gave "poor study habits" as principal reasons for dropping (Others: 11%, 8%).

(24) 40% of MA grads (24% Others) report that they would have entered college if money had been available.

OBJECTIVE 3: To evaluate those aspects of the curriculum and guidance program to which the follow-up data apply.

The findings in Objectives 1 and 2 are here reorganized to form supporting background for

CURRICULUM AND GUIDANCE RECOMMENDATIONS

These recommendations are directed to the LODESTAR Control Committee, the Instructional Policies Committee and to the counselors, teachers and administrators for review and appropriate action. Partial supporting data are cited and the question references (Q.) are also shown.

These recommendations are broad and multiple. That is, a single recommendation represents a category which may in turn result in several specific operational outcomes. Thoughtful readers will draw additional inferences and recommendations for themselves.

1. Responsibilities of Marriage, Child-Rearing, and Maintenance of a Family Home.

These must be assimilated while in high school, and are more urgently needed by potential dropouts. Supporting evidence includes the following:

1.1 1/4 of the grads and 1/2 of the drops are married within 1 to 3 years after leaving school (Q. 2).

1.2 Within 1 to 3 years all marriages average 0.6 children, dropouts 0.8 (Q. 3).

1.3 5% of the former students (10% of the girls) report a desire for more homemaking (Q. 19-20).

2. Marital Stability is related to above, but constitutes a separate problem for both grads and drops, especially for MAs, where family reluctance to discuss such matters is traditional.

2.1 Divorce rate up from 4% (1956) to 8% (1961) to 25% (1966) - and to 31% for married MAs (Q.2).

2.2 A special analysis of the rating for "how school helped in area of marriage and family life" showed that divorced grads rated this help higher than did the married grads, while divorced drops gave it a more realistic lower rating (Q. 17). This seeming obliviousness to an obvious problem further points to the need for help in preparing for marital stability.

3. A Priority of Needs of Students Most in Danger of Dropping Should be Developed.

This would be for the purpose of including most-needed educational information as early in the curriculum as possible.

4. Preparation-Exploration for Post Secondary Education is a General Need.

A program of specifics concerning the various forms of education beyond high school should be constantly under review and improvement. This includes selection of educational goals, work experience knowledge of opportunities and relationship to potential, selection of appropriate method or educational vehicle for additional training, and understanding of financial implications and requirements. For example, the excellent skill-training facilities of San Jose City College surpass what is available from most commercial outlets.

4.1 61% of the grads start college (Q. 14), and 36% of the grads and 36% of the drops report additional training other than college or junior college (Q. 13).

4.2 "Additional training" grads and drops who are working full time average 7% to 9% more in salary than do all grads and drops who are working full time (Q. 10, 13).

4.3 "No definite goal" is largest single reason given by students who dropped college (Q. 15). (The previous study found that the majority of non-interested junior college drops had an I.Q. of 100 or less.)

4.4 "Financial reasons" are cited by 12% of all college dropouts (Q. 15) and 27% of the graduates indicate that finances prohibited college (Q. 26).

4.5 3/4 of the drops report they now wish they could finish high school (Q. 25).

5. Clearer Understanding of Implications of Required Military Service for Career Training is a Needed Educational Service.

Military service continues to be a fact of life for most boys. Maximum benefits should be attainable, and all such information should be readily available through the counseling and career center services.

5.1 Approximately 20% of the boys report some form of military technical training (Q. 13).

5.2 Those working full time who report having had such military technical training consistently report higher average salaries than do all full time employed (Q. 10).

6. General Education - I.A. Exploratory-Vocational Center Sequence Should be Developed and Formalized.

This appears to be a special need for the non-college oriented pupils.

6.1 10% of all boys (MA, Others, grads, drops) report going into some form of apprenticeship training; 20% of girl grads go on to beauty or business college (Q. 13).

6.2 The new (since 1966) Vocational Center program aims at above need, but itself requires improved high school articulation.

6.3 In free response, 36% of former students mentioned subjects they wish school had offered them. IA-Business field was named the most, by about 30% of the reporting grads and 40% of the reporting drops.

6.4 A large number of former students report dropping for lack of interest in school (Q. 7) and an alarmingly increasing number report lack of direction while in school (Q. 6). A large number of college drops indicate no goals or definite interests to keep them in college (Q. 15).

All of these reasons point to a great informational void during high school years.

7. Business Education Has an Untapped Potential for College Success.

The business curriculum has an obvious vocational value, but its value as preparation for college is less well understood. The nearly equal college staying power of business education major grads, as compared with "college prep" majors (Q. 14), warrants a thorough look at means of making this program open to more students. This may be specially significant in searching for a new route to college entrance for the disadvantaged pupil.

8. Implications of Ratings of Various Teaching Methods and Media Should be Explored.

Student reactions to various teaching techniques and systems are worthy of study as new curricula are being developed.

8.1 39% of respondents rated team teaching as superior to other methods (Q. 23).

8.2 49% rated "discussion" as the best teaching method, and other media (projector, recorder, etc.) were also rated (Q. 22).

9. Role of Humanities in Developing Use of Leisure Time is in Urgent Need of Review.

Values in a technological society tend to reinforce the cultural lacks cited below. The school must develop a planned program to remedy this.

9.1 Only 2% of former students reported any type of cultural pursuits in their use of leisure time (Q. 21).

9.2 No former student reported any feeling of need for music, art or appreciation of literature as a subject he now wishes he could have taken (Q. 20).

10. Negro Students and Disadvantaged Students Face Many Problems Similar to Those of Mexican-American Students.

This study does not report responses of Negro former students since their number to this time has been so small as to make valid sampling judgments impossible. Nor does it attempt to separate responses of disadvantaged youth in general. These problems should, however, be identified and attacked, and a means of progress measurement should be established.

11. MEXICAN-AMERICAN STUDENTS STILL HAVE SPECIAL PROBLEMS: Staff Understanding of the Minority Pupil Revolution, Potential and Aspirations, as well as Staff Development of Revolutionary New Techniques for Educational Advancement are Imperative.

This section is based upon research with Mexican-American students. It is offered with the suggestion that there are many commonalities in the problems of these youth, Negro youth, and disadvantaged youth in general. Thus the term minority is used to comprehend all three groups.

The current "educational militancy" of minority pupils can be a positive, rather than a negative,factor toward the common educational goal of students, parents and school. But this militant energy must constantly be channeled to educational, rather than destructive, ends.

One contribution of the follow-up study to this problem is the clear evidence it offers that Mexican-American youth are not waging a hopeless battle against impossible odds. While the study shows many gaps between the MAs and the Others in degrees of attainment of desirable goals, it also shows strong evidence of a greatly improved situation over the 10-year period.

11.1 Evidence of Gains. Evidence is to be found in the greatly increased proportion of MA students graduating (Table D), the decreasing comparative unemployment rate (Q. 5), the generally better job situation, including job satisfaction, types of jobs, and salary (Q. 8, 9, 10, 12), and the greatly improved college situation (Q. 14). All of these points are based upon self-reports from these former students. They should be well publicized as evidence that substantial gains can be made within the framework designated by society.

11.2 Need for Staff Sensitivity. On the other hand, the impatience of youth with such long-range views cannot be denied. They are concerned about today, not tomorrow. The staff must make every effort to see things from this viewpoint - to understand the problem from the viewpoint of these youth. These young people must see their teachers as being vitally concerned and willing to dedicate themselves to the solutions of problems of disadvantaged youth. Only then can their teachers, counselors and administrators overcome their natural reluctance to change a system which has worked well for most students.

11.3 Teacher Expectation. Perhaps the most important single change in staff understanding must come about in the area of expectation. An honest, sincere and humanitarian viewpoint which holds that students should be protected from unrealistic aspirations and consequent disillusionment is no longer appropriate for this (minority) group, because the elements have changed - the element of pupil motivational input and the element of societal acceptance (from college through jobs) are both improved. The basic assumption for the child's predicated failure is no longer valid. The truly humanitarian approach for today is to hold high realistic expectations for all youth.

11.4 Counseling. From the preceding, it is clear that new concepts of guidance and counseling for minority youth are essential. Further support for this is to be found in the large numbers of MAs and drops who report receiving no help from anyone (including parents) while in high school (Q. 6). The counselors need not look to further college training for help in meeting this challenge - the colleges are looking to the schools for imaginative leadership. (See also Recommendation 12.)

11.5 Opportunities Exist, but Improved Self-Perception is Essential. Increased graduation rates, improved post high school and college success, and better vocational preparation for minority pupils are common goals of faculty, parents and youth - including the militants. Each, however, is built upon the preceding - the first goal must be to stay in school. Evidence in the study suggests that more realistic involvement in school activities may lead to greater school success (Q. 16), and that improved self-perception may be a key to greater achievement (Q. 7). Also, the number of students going into teaching - a field where minorities are under-represented - is decreasing (Q. 24). The use of MA staff members (without regard to credential) in assisting counselors with the guidance of MA students should be of obvious advantage.

11.6 Finances. Financial considerations are a substantial factor in curtailment of educational plans both in high school and college, especially for MAs (Q. 7, 15, 26). All forms of student aid programs at both levels should be explored and clarified to students.

11.7 New Teaching Systems. New methods of teaching appear to be successful from the students' point of view (Q. 22, 23), and the traditional "college prep" curriculum for college entrance no longer appears to be the only way by which to succeed in college (Q. 14). Thus this traditional course need not necessarily be the scene of revolution - the business education field may be the pathway (see also Recommendation 7). Less traditionally oriented, it is a source of great hope for the revolutionary new curriculum which can prepare for job and college alike.

11.8 Teacher Aide System. One proposed solution which attacks the preceding problems is the calculated involvement of minority students as teacher aides. This proposition does not envision restricting such a practice to the top achievers; rather, it sees the greatest value of such an approach accruing to those students most in danger of failure, who are traditionally assigned to such relatively unimportant educational tasks as office assistant. Where financial compensation can be attached, additional motivation and encouragement will be present.

11.9 Staff Creativity is Answer. Delineation of problems and promises above need not be illusory since they are respectable conclusions supported by facts. While they are fragmented and incomplete, much can proceed from them if the creative and intellectual resources of over half a thousandteachers, counselors and administrators are brought to bear.

12. The Guidance Program and Role of Counselors Must be Completely Examined and Overhauled.

It is recommended that the LODESTAR Satellite Committee on Guidance Services shall be convened for the purpose of reviewing this entire study for guidance implications, and that immediate changes be made as need indicates, while a system for keeping abreast of curricular developments also be maintained.

There are repeated evidences of need to overhaul the guidance program throughout the study. These are not flaws of system or personnel so much as they are evidence of changing needs and times. To delineate these evidences under the circumstances would be pettifogging.

The greatest evidence of the need for change is that every recommendation preceding this one requires major involvement of counselors. This in turn will lead to dramatic new directions in guidance. Thus this recommendation for a counseling overhaul is made not as a criticism, but as a necessary fact.